

## Pupil premium strategy statement – Maidenhill School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	Maidenhill School
Number of pupils in school	727 (Nov 2024)
Proportion (%) of pupil premium eligible pupils	23% (166)
Academic year/years that our current pupil premium strategy plan covers	3 years (2022-2025)
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mr A Hunter
Pupil premium lead	Miss S Martin
Governor / Trustee lead	Mrs D Gloyne

### Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£193,244
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£99,644
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£292,888

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all students regardless of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

Our focus is to support all students, and particularly our students from under resourced backgrounds, to achieve that goal. We will consider the challenges faced by all vulnerable students, including our SEND students, and also for example our Young Carers and those who have a social worker, as well as those students who have socio economic challenges. We endeavour to support all students through our offer and consistency of approach.

High quality teaching is at the core of this approach and provision, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit non-disadvantaged students in our school too. We want our actions to benefit all students, not just focus on disadvantaged students.

Our strategy is reflected in our whole school development priorities. Our approach will be responsive to common challenges and individual needs, rooted in evidence and assessment, but not based on assumptions about the impact that disadvantage can have. We will best serve our students by knowing our students, building relationships and proactively showing them that we are investing in them and supporting them both academically and on a personal level.

The approaches we have adopted complement each other to help students excel. To ensure they are effective, we will:

- Ensure all students are challenged in the work that they are set and the expectations we have of them
- Know our students well and respond swiftly at the point a need is identified
- Aim to identify appropriate additional support for all students

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our <b>attendance</b> data shows that 23.5% of students have an attendance below 90%, 43% of those students who are persistently absent are PP students. Our data shows that when students attend 94%+ their ability to make progress is evident with positive progress seen as per our 2024 P8 figures.
2	Disruption to lessons due to poor behaviour affects the learning of all students in the classroom. Poor choices during social time can also lead to missed learning time. It is important that we ensure clear rules, routines and boundaries for <b>behaviour</b> are in place to ensure all students are treated and supported in a consistent manner, alongside allowing all students the ability to maximise their learning time when in school. Our data shows that 22.8% of PP students have missed learning time due to the need for behaviour sanctions and 66.3% of all C4/C5 are awarded to PP students.
3	Assessments and observations with KS3 students indicate that PP students read less than their peers. This can impact on their <b>reading skills</b> and also the <b>development and extension of their vocabulary</b> . This means they may not be able to access the curriculum.
4	Our observations and RAM discussions, suggest that many students, lack metacognitive/self-regulation strategies, particularly when faced with challenging tasks. This is notably in their longer written answers and in their memory and recall skills, where low <b>literacy</b> levels are an underlying issue for some.
5	PP students may have reduced access to <b>material resources</b> . This can include food, uniform/PE kit, equipment (e.g. calculators and ingredients) and <b>access to learning resources</b> (e.g. revision guides) alongside suitable work spaces and electronic devices at home.
6	There is a risk that PP students are less likely to take part in <b>enrichment and extra-curricular</b> activities. Ensuring students are exposed to these experiences, through both the curriculum and extracurricular opportunities is key in supporting the development of their cultural capital. Our data shows that 34.9% of PP students have accessed extracurricular activities which needs to be further increased.
7	Our prior data tells us that our <b>SEND students</b> make less good progress than our non-SEND students. This is particularly true of our students who have <b>SEND and who are also PP</b> . This is 39.7% of our PP students across the school.
8	Many of our students struggle to see themselves in the wider adult world or have a reduced cultural capital to understand what their place in it looks like. There is a need to raise <b>aspirations</b> through offering appropriate curriculum pathways and additional support eg. work experience, so that students are able to access as many opportunities as possible upon leaving Maidenhill School.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1. Improved <b>attendance</b> achieved and sustained for all students, particularly our PP students</p> <p>All students are supported with their well-being and are able to thrive</p>	<p>Sustained high attendance from 2023-25 demonstrated by:</p> <ul style="list-style-type: none"> <li>- Overall absence rate for all students being no more than 5%</li> <li>- There is no difference in attendance data for our vulnerable groups</li> <li>- Percentage of students who are persistently absent (PA) is in line with or below national average</li> </ul> <p>Sustained high levels of well-being from 2023-25 demonstrated by:</p> <ul style="list-style-type: none"> <li>- Data from student voice, student surveys and staff feedback.</li> <li>- P8 and A8 data shows progress in line or exceeding expectations</li> </ul>
<p>2. Our BfL policy is followed with clarity and consistency promoting improved <b>behaviour</b>, attitudes to learning grades and attainment</p>	<ul style="list-style-type: none"> <li>- Students respond positively and make better choices in lessons and social time displaying a reduction in C3's</li> <li>- Behaviour data shows no difference for our vulnerable groups</li> <li>- Fewer students out of lessons, quiet and safe corridors shown by self-certification in operation, reduction in C3r and refocus room registers reduced.</li> <li>- TEAMs curriculum containing key knowledge and unmissable content from lessons is in place and used</li> <li>- Review Point data shows no difference between the ATL of all student groups</li> </ul>
<p>3. Improved <b>reading</b> skills among PP students in KS3</p>	<p>From 2023-25,</p> <ul style="list-style-type: none"> <li>- % of PP students reading at or above chronological age is the same as non-PP</li> <li>- All PP students with reading ages lower than chronological age are receiving interventions and making progress towards age related expectations</li> </ul>

<p>4. Improved <b>literacy</b> skills across the whole curriculum in all subjects</p>	<ul style="list-style-type: none"> <li>- Data shows that attainment in long answered questions is improved to be inline or exceed national averages</li> <li>- There is no difference in attainment data for our vulnerable groups</li> </ul>
<p>5. All students have full <b>material resourcing</b> to be able access the curriculum</p>	<ul style="list-style-type: none"> <li>- All students have the necessary equipment, resources and materials to enable full access to the curriculum, both within the school day and beyond</li> <li>- There is no difference in equipment data for our vulnerable groups</li> </ul>
<p>6. All students participate in <b>enrichment and extracurricular activities</b> and visits both within the school day and beyond</p>	<ul style="list-style-type: none"> <li>- All students are able to engage and participate in activities and visits</li> <li>- Engagement of PP students in extracurricular activities and participation in visits in term time increases to the same proportion as non-PP students</li> </ul>
<p>7. Improved progress outcomes for SEND students and those who are <b>SEND and PP</b></p>	<ul style="list-style-type: none"> <li>- P8 and A8 data shows PP, SEND and PP/SEND are in line with their peers</li> <li>- Appropriate CPD in place for all staff to ensure quality first teaching of all pupils</li> </ul>
<p>8. All students have full access to suitable curricula and supporting activities to inform their decisions and raise <b>aspirations</b></p>	<ul style="list-style-type: none"> <li>- Our curriculum is broadened to allow appropriate pathways for all students</li> <li>- All students are offered additional support through activities that develop post-16 awareness</li> <li>- All students take part in work experience when in year 10</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £113, 006 (+£12, 401 contingency)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing for 'Run the Day'	<p>EEF states behaviour interventions add 4 months of impact to students.</p> <p>Data from other schools whom collaboration was sought, suggests staffing each period pro-actively has had a significant impact on improving behaviour in a pro-active way.</p> <p>Progress potential: 4 months</p>	2
Purchase of CATs	<p>In the absence of KS2 results, it is important to identify our lower prior attaining students in order to apply rapid intervention and strategies to support literacy and numeracy recovery, where needed.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	3, 4, 7, 8
Develop further the use of Accelerated Reader to monitor groups more closely and more effectively to inform library purchases and further enhanced activity going forwards. Librarian and support staff time.	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</p> <p>Progress potential: 6 months</p>	3, 4, 7
Tutor time resources developed to ensure the shift to a horizontal pastoral structure is effective	<p>School data shows that students who have 'not yet good' or 'unacceptable' levels of organisation listed on their Review Points, are more likely to make less progress.</p> <p>Previous 'horizontal' structured Year 11 tutor groups have performed better in MH in the past.</p> <p>EEF suggests 'collaborative learning approaches' add 5 months of progress to students.</p>	2, 3, 4, 5, 7, 8

Support KS3 and GCSE PP students with material resources	Enables all students to fully access lessons and makes sure all choices are available to them to move forward at KS4. This also strengthens the relationship between home and school.	5
ClassCharts platform	Allows staff to identify their PP students quickly, use data to appropriately seat them and implement the BfL policy effectively. It also allows for greater engagement in attendance with parents and students also. Progress potential: 4 months	1, 2, 6
BlueSky learning platform	Supporting high quality teaching is pivotal in improving children's outcomes. Planned CPD provision based on a learn, implement, reflect is built based on identified needs. <a href="#"><u>EEF-Effective-Professional-Development-Guidance-Report.pdf</u></a> Progress potential: 5 months	3, 4, 7, 8
Software for quality first teaching eg. MathsWatch, Focus on Sound, Seneca, world maps	Supporting high quality teaching is pivotal in improving children's outcomes. These platforms can also be used from home allowing parents to engage in their child's learning. Progress potential: 5 months	5, 6, 7
Development of Knowledge Organisers in KS3 and internal /mock exams booklets at KS4 to improve revision techniques and retention of knowledge	There is some evidence to suggest that PP pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. This happens in lessons but also as part of a structured tutor time programme in the KO. Progress potential: 7 months	3, 4, 7, 8
Afterschool revision sessions from term 3 and Easter revision sessions	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Specific invites ensure that the correct students are identified and supported. Progress potential: 4 months	3, 4, 5, 6, 7, 8
Increased IT provision around the school to access new software and improve the quality of work completed outside of lessons eg. homework	Supporting high quality teaching is pivotal in improving children's outcomes. Increasing opportunities for engagement and extended learning outside of the classroom aids routines and progress. Progress potential: 5 months	3, 4, 5, 6, 7, 8

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £58, 502

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading Intervention Tutor</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>We identify students in Years 7 and 8 whose reading ages indicate access to the curriculum will be an issue at secondary school. A 6-week programme of intervention is used.</p> <p><u><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><u><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p> <p>Progress potential: 5 months</p>	<p>3, 4</p>
<p>English Intervention Tutor</p> <p>New resources to support this activity.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. We deliver this work in small groups identified by the main English teacher:</p> <p><u><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p> <p>Progress potential: 4 months</p>	<p>3, 4, 7</p>
<p>Implement Lexia Power up to support 70 learners in progressing with their reading and comprehension.</p> <p>Fully support the provision with digital equipment for ease of access via RMunify.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><u><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p> <p>Progress potential: 6 months</p>	<p>3, 4, 7</p>



Laptops to support home learning	<p>PP students need the same opportunity of access as their non-PP peers.</p> <p>Removal of barriers to learning at home and ensure accessibility to increasingly home-based application of learning via online programmes.</p> <p><u><a href="#">Our research and insights – Education Development Trust</a></u></p>	5
Tutor time interventions in Maths and English at KS4	<p>EEF Teaching &amp; Learning Toolkit suggests that targeted, focused interventions and mentoring are more effective than more generalised support.</p> <p>Progress potential: 2 months</p>	3, 4, 5, 7, 8
Brilliant Club	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Brilliant Club helps to raise aspirations through a supportive programme with University of Bristol PHD students.</p> <p>Progress potential: 4 months</p>	1, 6, 7, 8
Instrumental lessons	<p>PP students need the same opportunity of access as their non-PP peers. This needs to start from Y7 to develop students towards their KS4 potential.</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring PP pupils access a rich and stimulating arts education.</p> <p>Progress potential: 3 months</p>	1, 5, 6, 8

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £96, 578 (+£12, 401 contingency)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance.</p> <p>Staff release time will be needed to enable training.</p> <p>Attendance Officer time to meet identified groups regularly.</p>	<p>If students are not in school, they cannot learn. We already have evidence that by targeting groups on a termly basis, impact can be made.</p> <p>DfE have released material urging schools to focus on improving attendance.</p> <p>Progress potential: 4 months</p>	1
<p>Additional hours to support key personnel eg. Counsellor, Study Zone, Learn at lunch staffing, attendance officer</p>	<p>The EEF state that parental engagement has significant impact for low cost. All staff listed to the left play an important role in supporting parents to support their children in attending school, in behaviour, with SEMH and/or with SEND needs.</p> <p>Impact can also be had with mentoring and many of these key personnel also play a significant role in supporting and mentoring students.</p> <p>Progress potential: 4 months</p>	1, 2, 3, 4, 6, 7, 8
<p>Provision of morning snack for FSM students, study space after school, kit, equipment</p>	<p>EEF: Homework has a positive impact on pupils in secondary schools. Not all of our students have access to a suitable space or equipment at home.</p> <p>Progress potential: 5 months</p>	5
<p>Clear strategy for funding for visits and activities both link directly to the curriculum as well as those increasing cultural capital</p>	<p>Ensuring all students have access to the same opportunities to support both the curriculum and aspirations within each student.</p>	5, 6, 8
<p>Provision for detention curriculum</p>	<p>Ensuring that time spent in school is as effective as possible to enable gaps to be closed and progress to be made. Sourcing equipment to access online set work would enable this to happen.</p> <p>Progress potential: 3 months</p>	2, 3, 4, 5

TLR for activities week coordinator plus contingency for activities	<p>Linked to improving behaviour, this initiative is intended to allow our students to aspire and allow participation with reduced monetary barriers. It draws on other initiatives such as 'final frozen Friday' and 'final festive Friday' to encourage excellent behaviour and good attendance.</p> <p>Progress potential: 2 months</p>	1, 2, 6, 8
TLR for extracurricular activities at lunchtime and contingency for equipment needed	<p>Linked to improving behaviour during social times whilst also providing enrichment to all students. This initiative is intended to allow our students to aspire and allow participation with reduced monetary barriers.</p> <p>Progress potential: 2 months</p>	2, 5, 6
Uniform grant	<p>Allowing students to present the same as their peers ensures that they are part of community and not singled out or labelled.</p>	1, 5
Reward shop	<p>National data shows that PP students are more likely to be FTS or PEX. Ensuring that positive behaviour is modelled and rewarded allows for recognition for meeting our high expectations.</p> <p>Progress potential: 4 months</p>	1, 2, 5, 6, 8
Summer school	<p>Attendance at summer school reduces anxiety in the transition progress to Y7 ensuring that students are confidence tin their new surroundings before sarting. This enables better attendance, lower anxiety, increased well-being and an understanding of expectations before starting with us officially.</p> <p>Progress potential: 3 months</p>	1, 2, 6
8am revision breakfast club	<p>There is some evidence to suggest that PP pupils might benefit more from additional school time. This time also allows for targeted intervention in small groups from subject specialists.</p> <p>Progress potential: 3 months</p>	1, 3, 4, 5, 7, 8
Mentoring and therapeutic support	<p>EEF Teaching &amp; Learning Toolkit suggests that targeted mentoring and individual support can assist students with specific needs, to overcome personal barriers to school engagement.</p> <p>Progress potential: 2 months</p>	1, 2, 8

<p>Contingency fund for acute issues</p>	<p>What has been identified is the absolute need to ensure staff are thinking about how they personally can contribute to our mission to support our PP students.</p> <p>To this end, departments are invited to 'bid' for small funds that they can use in departments to support Teaching and Learning and/or the progress of students.</p> <p>Examples not listed here due to its very low cost includes:</p> <ul style="list-style-type: none"> <li>- the purchase of an interactive whiteboard for use in our SEND department to support more kinaesthetic activities. PP students will disproportionately benefit from this.</li> <li>- The purchase of new books for group reading during intervention sessions.</li> <li>- Creation and resourcing of revision boxes for all KS4 tutor groups.</li> </ul>	<p>3, 4, 5, 6, 7, 8</p>
<p>Contingency fund for student specific needs</p>	<p>Some of our students require specific support and resources based on a development of circumstances they are faced with at a specific time. To this end, funds are available to assist in providing appropriate support at the necessary time.</p> <p>Examples of this type of support are:</p> <ul style="list-style-type: none"> <li>- Mentoring</li> <li>- Art therapy</li> <li>- Counselling</li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>

**Total budgeted cost: £268, 086 (+£24, 802 contingency)**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

Our KS4 outcomes in August 2024, showed significant improvements compared to previous years.

	2022	2023	2024
P8	-0.55	-0.46	-0.10
A8	41.49	36.09	42.55
%9-4 in English and Maths	52.8	46.2	64.9
% 9-5 in English and Maths	36.6	19.8	39.6

There were also significant gains made in improving the progress of PP students and SEND students alongside closing the gap between these groups. Our data comparing progress of those students who are SEND and PP also shows a significant improvement in our 2024 results.

	2022	2023	2024
PP	-0.96	-0.99	-0.38
Non-PP	-0.37	-0.29	-0.03
Disadvantage gap	-0.59	-0.70	-0.35

	2022	2023	2024
EHCP	-0.44	-0.69	-0.74
SEND	-1.10	-1.25	+0.03
No SEND	-0.46	-0.29	-0.05

	2022	2023	2024
P8	-0.55	-0.46	-0.10
SEND and PP	-0.83	-1.31	-0.04
Disadvantage gap	-0.28	-0.85	+0.06

Our drive to improve and extend reading has continued. The English department developed new strategies to focus students more in their reading and in their choice of books, using both tutor time and do now activities to engage further. Visiting authors have continued to be part of our provision to bring reading alive in all year groups.

Development of the intervention provision continues to happen through English and Maths on a structured basis with all other subjects providing provisions where appropriate. Timetabled revision and booster sessions for Y11 took place in all subjects from term 3. All PP students were provided with revision resources to assist in their preparations and a breakfast club was offered throughout the GCSE examination period.

The curriculum for our current Y10 students has been broadened to include 16 GCSE options and 7 Vocational. 100% of Year 10 (now Y11) completed WEX in June 2024.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

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