

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	The Mirfield Free Grammar
Number of pupils in school	1,149
Proportion (%) of pupil premium eligible pupils	20.7%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	30.11.21
Date on which it will be reviewed	30.11.22
Statement authorised by	Sarah Berry - Principal
Pupil premium lead	Andrew Stanton - Vice Principal
Governor / Trustee lead	Charlotte Lancaster

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,640
Recovery premium funding allocation this academic year	£30,305
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£228,945

# Part A: Pupil premium strategy plan

## Statement of intent

Our approaches to supporting disadvantage challenges are based on assessment not assumption and we believe disadvantage goes beyond Pupil Premium eligibility. Our Early intervention approach is focussed on needs and enables our students to thrive in school. Our strategy is based on reducing key challenges that are preventing our disadvantaged students from attaining as well as they might by creating **a school culture that strategically plans to consider accessibility for all.**

Our ultimate objectives are:

- Improve the progress and attainment of disadvantaged students to narrow the gap between disadvantaged and non-disadvantaged peers. (*Teaching – Tier 1 EEF*)
- Ensure that Pupil Premium funding is managed and allocated effectively so that it supports strategies which have a positive impact on removing challenges to achievement for disadvantaged pupils. (*Targeted Academic Support – Tier 2 EEF*)
- Improve life choices and chances by raising aspirations and supporting next steps into education, training, and employment. (*Wider Strategies – Tier 3 EEF*)

We aim to achieve our ambitions:

- Ensuring that teaching and learning opportunities meet the needs of all students
- Planning strategically to consider accessibility of school life for everyone.
- Promoting a culture of collective responsibility and ownership of student groups.

The key principles of our strategy plan:

- Focus on high quality inclusive teaching and learning.
- Targeted intervention to address numeracy and literacy gaps.
- Whole academy strategies that support our aims of a sustained culture of high expectations in which every individual is valued equally and equipping all our students for lifelong learning enabling them to achieve their potential, especially those who are PP.

## Challenges

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

Challenge number	Detail of challenge
1	Student's literacy and numeracy skills upon entering Year 7 are lower for those eligible for PP than for others, which is a barrier to them making good progress in Key Stage 3. In Year 7, non-Pupil Premium students 68% of students are below their chronological age compared to 77% of students in receipt of the Pupil Premium.
2	High prior attaining (HPA) students who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3 and Key Stage 4. Based on FFT outcomes for 2021, Pupil Premium HPA students had a progress gap of around -1.2 compared to non-PP. Internal data also supports this underperformance of HPA pupil premium students.
3	A significant number of PP students experiencing SEMH issues (highlighted in <a href="#">this Sutton Trust report</a> ). 30% of students accessing the school counsellor are Pupil Premium eligible and 40% of students with anxiety are also Pupil Premium. Both figures are disproportionate for our school cohort.
4	Disadvantage students' attendance is below national average. There is currently a 6% gap between FSM6 attendance and non in our 2021-22 attendance figures. This gap is historic and was 6% in 2020-21.
5	Lost learning or developmental issues due to Covid related absences (highlighted in NFER's research <a href="https://www.nfer.ac.uk/research/42fmkxj4">tinyurl.com/42fmkxj4</a> ) which could lead to less social mobility

## 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
Higher levels of progress in reading, writing and mathematical or literacy and numeracy skills for Key Stage 3 students eligible for PP.	<p>Students eligible for PP in Key Stage 3 make more progress by the end of the year than 'other' students.</p> <p>We will measure this by the decrease in the number of students performing below age related expectation (ARE).</p>

	<p><b>This will be evidenced using:</b></p> <ul style="list-style-type: none"> <li>• Accelerated Reader reading ages in October, December, March and June.</li> <li>• English Creating Futures Assessment in November, March and June. Intervention progress tracking data every 6 -8 weeks.</li> <li>• Mathematics Creating Futures Assessment in November, March and June. Intervention progress tracking data every 6 -8 weeks.</li> </ul>
<p>Improved rates of progress across all year groups for high prior attaining students eligible for PP.</p>	<p>Students eligible for PP identified as high attaining from KS2 levels /CATs scaled scores make as much progress as 'other' students identified as high attaining, across Key Stage 3, so that the percentage of students achieving and/or exceeding their projected target is in line with or higher than non-pupil premium students.</p> <p>Where they are not, departments are putting in place wave 2 interventions, monitored by heads of departments (HOD) and senior team. Evidenced with the MFG3 and annotated SCIFs.</p> <p><b>This will be evidenced using:</b></p> <p>Creating Futures Assessment in November, March and June.</p> <p>Intervention progress tracking data every 6 -8 weeks.</p>
<p>Close the social, emotional and mental health gap for students eligible for PP.</p>	<p>Increased engagement in school:</p> <p><b>This will be evidenced using the following data:</b></p> <p>Attendance, behaviour, student voice, PP Creating Futures progress and attainment data, Intervention progress tracking data every 6 -8 weeks.</p> <p>Increased engagement in subjects requiring materials by reducing the Material barriers to curriculum access e.g., Cost of food ingredients or music tuition.</p> <p>Increase exposure to enrichment activities and CEIAG.</p> <p>Increase number of PP students going onto Post 16.</p> <p>Reduction in NEETS.</p>

<p>Increased attendance rates for students eligible for PP.</p>	<p>Reduce the number of persistent absentees (PA) amongst students eligible for PP to 10% or below NA</p> <p>Overall attendance amongst pupils eligible for PP improves from 90% to 95%.</p>
<p>Reduce the academic and non-academic Covid gap for our identified wider cohort of students effected by Covid related absences.</p>	<p>School led tutoring and Tuition Partners progress tracking data every 6 -8 weeks.</p> <p>Increased engagement in school:</p> <p><b>This will be evidenced using the following data:</b></p> <p>Attendance, behaviour, student voice, PP Creating Futures progress and attainment data, Intervention progress tracking data every 6 -8 weeks.</p>

## 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: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of strong/proven teachers in shortage subjects to ensure consistency and continuity.	The best leveller for addressing DS is great inclusive classroom practice with good pastoral care. (Marc Rowland October 2021). Recruiting excellent teachers in shortage areas, means that there is less chance that students are worse classroom experience than their more advantaged peers.	1, 2, 4, 5
(Quality First Teaching) DS strategies embedded across school, tracked by Middle and Senior Leaders who utilise the QA systems effectively to monitor DS progress, raise standards and impact positively on outcomes	The best leveller for addressing DS is great inclusive classroom practice with good pastoral care. (Marc Rowland October 2021)	1, 2, 4, 5
Teaching staff CPD with a focus on challenging all students, assessment for learning and metacognition.	“Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.” “Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.” (Teaching and Learning Toolkit, 2021)	1,2,3,4,5

	<p>“The potential impact of metacognition and self-regulation approaches is high (+7 months additional) The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.” (Teaching and Learning Toolkit, 2021)</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnostic assessments to identify students whose attainment is below age related expectations.	‘Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment is the first step in developing an effective pupil premium strategy. <a href="#">EEF</a>	1, 2 & 5
Recruitment of maths and English intervention teacher/HLTA – KS3 & KS4 small group identified through Diagnostic assessment	Small group tuition has an average impact of four months’ additional progress over the course of a year.  Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support. (Teaching and Learning Toolkit, 2021)	1, 2 & 5
Literacy Interventions and the use of specialist Literacy Teaching Assistants – Reading groups identified through Diagnostic assessment	“The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.” (Teaching and Learning Toolkit, 2021)	1, 5

Tuition Partners 1:1 – English and Maths HAPS - groups identified through Diagnostic assessment	“Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.” “Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.” (Teaching and Learning Toolkit, 2021)	2 & 5

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

Budgeted cost: £ 53,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
Community liaison officer to improve the attendance and PA of disadvantage students. Engage with parents/carers.	The EEF found that parental engagement has a positive impact on average 4 months of additional pupil progress.	1, 2, 3, 4, 5
Secure a positive start to the school day for disadvantaged students through continued Breakfast Club provision	The Education Endowment Foundation (EEF) found pupils made an extra two months’ progress when a free breakfast club was introduced.	1, 3, 4
Ensure that material barriers to attendance are removed e.g., technology, PE kit, equipment, ability to pay for school trips	The purpose of Pupil Premium funded activity should be to ensure disadvantaged pupils are accessing consistently high-quality teaching (or removing the barriers to accessing high-quality teaching) ( <a href="#">Marc Rowland 2017</a> )	1, 2, 3, 4
Provide a tutor time curriculum that supports disadvantaged students to secure the knowledge and skills necessary for	( <i>PP Student Survey July 2021</i> ) evidenced KS3 MFG students are keen to sign up to extra curricula afterschool opportunities, KS4 students are less so therefore strategic planning is required to ensure accessibility for all.	5



future learning or employment and experience extra curricula activities to enrich their social mobility.		
Promote Careers Education across the school so that all disadvantaged students have a broad knowledge of the education, employment, and training available to them at post-16	It has been shown that trying to raise aspiration independently of skills, knowledge and character isn't effective ( <a href="#">EEF</a> ) However, we use this approach in conjunction with the other methods stated in this report. This gives students the knowledge needed to make an informed decision about their next steps in education or work.	5
Whole school use of the Inclusive Support Programme in early identification and intervention of Disadvantaged Student academic and SEMH Needs	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (Teaching and Learning Toolkit, 2021)	1, 2, 3, 4, 5
DofE through tutor time/ Rewards	Physical activity has been shown to make a positive impact on student achievement ( <a href="#">EEF</a> ). Completing the Duke of Edinburgh will also improve students' cultural capital and help to improve social mobility ( <a href="#">as noted here</a> ).	5
Behaviour interventions either 1-1 or in small groups using specialist staff	An average of +4 months of learning can be gained using behaviour interventions ( <a href="#">EEF</a> )	3, 4
Full time Wellbeing Councillor service available in school.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (Teaching and Learning Toolkit, 2021)	3, 4

**Total budgeted cost: £ £228,945**

## 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 2020 to 2021 academic year.

#### Impacts from the 2020-21 Strategy:

Due to disruption through COVID, many of the approaches planned in last year's strategy either could not run or did not have full impact due to staff and student absence (amongst many other factors).

The impacts of some are listed below:

#### Attendance

Due to the COVID pandemic, whole school attendance was significantly lower than usual.

Whole school attendance	89.6%
Non-Pupil Premium	90.8%
Pupil Premium	84.6%
Gap between PP and non-PP	6.2%

#### Resources

We are proud that students from disadvantaged backgrounds got to fully participate in all aspects of school life due to the funding of key items such as: food ingredients, Year 11 Leavers Hoodies and Year books, music lessons.

#### Year 11 Impacts

Year 11 external data based on Centre Assessed Grades (CAGs):

- For non-Pupil Premium students, their Attainment 8 was 5.4 compared to 3.9 for PP students (although PP students come into the MFG with a lower starting point from KS2 than other students)
- For non-PP students, their Progress 8 score was  $-0.24$  compared to  $-0.67$  for PP students (when compared to other national students' CAG grades with the same starting point)

- 60% of PP students achieved a grade 4 pass in English and Maths

During National Lockdown 23% of Pupil Premium students received a laptop from the Academy, allowing them to access remote education.

#### Maths Wave 2 Intervention for Year 11

	<b>CF 1</b>	<b>TAG</b>
<b>All Students</b>	-1.41	0.27
<b>PP Students</b>	-1.28	-0.13
<b>PP Boys</b>	-1.23	-0.91
<b>PP Girls</b>	-1.29	0.38
<b>PP Gap</b>	0.15	-0.48

The table shows the progress of students (compared to their target) at both Creating Futures 1 and the final Teacher Assessed Grade (TAG). PP students made over 1 grade of progress from November to June. Mostly due to the excellent progress of PP girls. However, there was still a gap in school between the achievement of PP versus non-PP for the TAG.

#### English Wave 1 Interventions in the class for Year 11

<b>English Language 2020/21</b>		
<b>Progress 8</b>	<b>CF1</b>	<b>TAG</b>
All students	-1.42	-0.16
PP students	-1.69	-0.37
PP boys	-2.46	-1.4
PP girls	-1.23	0.3
PP gap	-0.32	-0.25
<b>English Literature 2020/21</b>		
<b>Progress 8</b>	<b>CF1</b>	<b>TAG</b>
All students	-1.32	-0.24
PP students	-1.49	-0.64
PP boys	-2.38	-1.62
PP girls	-0.96	-0.05
PP gap	-0.21	-0.48

As the table shows, PP students made around a grades progress from CF1 to their Teacher Assessed Grade, however, there was still a gap in school between the achievement of PP versus non-PP.

#### Year 7 Impact

The PP Year 7 maths intervention group was intended to run from January last year to the end of May. However, the lockdown at the start of this year and form tutor shortages significantly affected the number of sessions that ran. However, between CF 1 and 2.5, we did see improved engagement and positive progress from the PP girls between CF1 and CF2.5 (-0.78 to -0.69 mean average of progress).

## Service pupil premium funding – last academic year

We had 4 students in the last academic year who qualified for the Service Premium in 2020-21.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Wellbeing, counselling and relaxation sessions.  Music lessons have been funded as part of the service premium.
What was the impact of that spending on service pupil premium eligible pupils?	Despite the COVID-19 epidemic, all students had an attendance which was in-line with national average, some exceeding.

## Service pupil premium funding – this academic year

We have 5 students who qualify for the Service Premium in 2021-22.

Measure	Details
How are you spending your service pupil premium allocation this academic year?	Jack's Training Cave – using boxing in school to develop self-belief, resilience and physical fitness.  Wellbeing, counselling and relaxation sessions.  Music lessons have been funded as part of the service premium.
What was the impact of that spending on service pupil premium eligible pupils?	N/A yet.