

Pupil Premium Strategy Statement

This statement details our school's use of the Pupil Premium (and Recovery Premium for the 2022 to 2023 academic year) funding to help improve the attainment of our students.

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	1,162
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	16.12.22
Date on which it will be reviewed	01.12.23
Statement authorised by	Jimmy Christian
Pupil premium lead	Lee Whitworth
Governor / Trustee lead	Charlotte Lancaster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£217,685
Recovery premium funding allocation this academic year	£61,272
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£278,957

Part A: Pupil premium strategy plan

Statement of intent

Our approaches to supporting social and academic disadvantage are based on assessment not assumption. 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 students, who are socially and academically disadvantaged, from attaining as well as they might. This is achieved by creating a school culture that strategically plans to be inclusive and meet the personal development needs of all students, in our context, to enable them to 'be the best they can be'.

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 – through our 'Super Six' model
- targeted intervention to address academic gaps.
- whole academy strategies that support our aims of a sustained culture of elevated 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 Pupil Premium.

Challenges

This details the key challenges to achievement that we have identified among our students in receipt of the Pupil Premium.

Challenge number	Detail of challenge
1	Attendance for Pupil Premium is below national average. Last academic year, there was a 6% gap between students in receipt of the Pupil Premium in comparison to their peers. This gap is historic and was 6% in 2020-21. Furthermore, Persistent Absenteeism was 50% higher for Pupil Premium students in comparison to their non-Pupil Premium peers in 2021-2022.
2	Student's literacy skills across Key Stage 3 are lower for those eligible for PP in comparison to their non-PP peers; this is a further barrier to them making 'good' progress. For example: in Year 7, 58% non-Pupil Premium students are below their chronological age compared to 81% of students in receipt of the Pupil Premium.
3	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.
4	A significant number of PP students experiencing SEMH issues (highlighted in this Sutton Trust report). In 2021-2022, 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.
5	Lost learning or developmental issues due to Covid related absences (highlighted in NFER's research tinyurl.com/42fmkxj4) 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	Students eligible for PP in Key Stage 3 make more progress by the end of the year than 'other' students.

<p>numeracy skills for Key Stage 3 students eligible for PP.</p>	<p>We will measure this by the decrease in the number of students performing below age related expectation (ARE).</p> <p>This will be evidenced using:</p> <ul style="list-style-type: none"> • reading ages generated by Star Reader Tests. • English and Maths Creating Futures Termly Assessment • intervention progress tracking data .
<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 progress in line with ‘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>This will be evidenced using:</p> <ul style="list-style-type: none"> • Termly Creating Futures Assessment • Intervention progress tracking data
<p>Close the social, emotional and mental health gap for students eligible for PP.</p>	<p>Increased engagement in school.</p> <p>This will be evidenced using the following data:</p> <ul style="list-style-type: none"> • Attendance, behaviour, student voice, PP Creating Futures progress and attainment data, Intervention progress tracking data • Increased engagement in subjects requiring materials by reducing the Material barriers to curriculum access e.g., Cost of food ingredients or music tuition. • Increase exposure to enrichment activities and CEIAG. • Increase number of PP students going onto Post 16. • Reduction in NEETS.
<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>

	Overall attendance amongst pupils eligible for PP improves from 90% to 95%.
Reduce the academic and non-academic Covid gap for our identified wider cohort of students effected by Covid related absences.	<p>School led tutoring and Tuition Partners progress tracking data every 6 -8 weeks.</p> <p>Increased engagement in school.</p> <p>This will be evidenced using the following data: Attendance, behaviour, student voice, PP Creating Futures progress and attainment data, Intervention progress tracking data.</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: £ 139,478

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, 3, 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	Ensuring, through robust Quality Assurance plans, that the curriculum is implemented consistently to meet the personal needs of all students, especially those in receipt of the Pupil Premium. The best leveller for addressing DS is strong, inclusive classroom practice with good pastoral care. (Marc Rowland October 2021)	1, 2, 3, 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)	2, 3, 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: £ 75,318

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. EEF	2, 3, 5
Recruitment of maths and English intervention teacher/HLTA – KS3 & KS4 small group identified through Diagnostic assessment	<p>Small group tuition has an average impact of four months’ additional progress over the course of a year.</p> <p>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)</p>	2, 5
Literacy Interventions and the use of specialist Literacy Teaching Assistants – Reading groups identified through Diagnostic assessment	<p>“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)</p>	2,3, 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: £ 64,161

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, 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) (Marc Rowland 2017)	1, 4, 5
Provide a tutor time curriculum that supports disadvantaged students to secure the knowledge and skills necessary for	<i>Our Pupil Premium Student Survey July 2021</i> evidenced MFG students – in Key Stage 3 – are keen to sign up to extra curricula afterschool opportunities, KS4 students are less so; therefore,	1, 2, 5

future learning or employment and experience extra curricula activities to enrich their social mobility.	strategic planning is required to ensure accessibility for all.	
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 (EEF) 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.	1, 2, 3, 4,5
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 (EEF). Completing the Duke of Edinburgh will also improve students' cultural capital and help to improve social mobility (as noted here).	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 (EEF)	1, 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)	1, 4

Total budgeted cost: £ £278,957

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 2021-22 Strategy:

External Outcomes

Progress scores for Pupil Premium boys, Middle Prior Attaining students and Low Prior Attaining students have improved from 2019. However, overall progress measures from GCSE: Pupil Premium students are not performing in line with non-Pupil Premium within school or in comparison to national.

Impact of tutoring: Year 11 students who were part of an online tutoring programme for Maths and/or English made more progress from September 2021 to examinations (+2 Eng Lang, +1.7 Maths) than the rest of the cohort (+1.13 and +0.67 respectively),

English and Maths results (GCSE) - 54% of PP students obtained a standard pass in both English and Maths, this is in comparison to 51% in summer 2019 (the last external exam sitting). 23% of PP students obtained a strong pass (grade 5+) in both English and Maths, this is in comparison to 17% in summer 2019 (the last external exam sitting).

Internal Outcomes (inc. reading ages)

Internal data shows that PP students made progress (across 'all subjects') between internal assessment windows. This was the same for PP students, across all year groups, in English. Likewise, Mathematics was similar, with the exceptions of Years 8 and 9. In Years 7, 9, and 11, non-PP students made more progress; whereas, in Years 10 and 8, PP students made more progress in comparison to the non-disadvantaged peers.

As a cohort, Pupil Premium students in Years 7 and Years 9 made progress with their reading ages throughout the academic year but did not attain their biological age on completion of the year. Likewise, Year 8 did not attain their biological age, and despite intervention, regressed across academic the year.

Attendance

Pupil Premium attendance 84.9% compared to 90.4% for all students and 91.8% for non-Pupil Premium. The gap between PP and non-PP was 6.9% which was a slight increase from the previous academic year. This highlights an issue, which is why attendance is a key priority in 2022-23.

50% of Pupil Premium students were persistently absent compared to 25% of non-Pupil Premium students.

Our Community Liaison officer was tasked with making home visits to improve the attendance of vulnerable students (many of them Pupil Premium). Of the 529 home visits he made that year, 310 (59%) of them resulted in a child coming to school either the same day or in the next day.

Behaviour

Total number of students suspended in 2020-21 was 74. 33 of these were Pupil Premium students which is 45%, higher than the school population which is around 20%.

NEET

0.4% of Year 11 students leaving The MFG (1 student) was NEET following our CEIAG support. They are continuing to receive support from the Academy.

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.