

Pupil premium strategy statement – The Mirfield Free Grammar

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
Number of pupils in school	1152
Proportion (%) of pupil premium eligible pupils	20.9
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Alexandra Fuller
Pupil premium lead	Clare Murphy
Governor / Trustee lead	Shelbie Tetlow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 262,850
Recovery premium funding allocation this academic year	£67,620
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£330, 470

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are for our disadvantaged students to attain in line with their non- disadvantaged peers nationally and to achieve high levels of social mobility. We will develop their MFG character values – tenacity, health, equity, morality, flourish and generosity which will enable them to progress onto ambitious post 16 pathways with the skills required to continue a sustained trajectory of success. We want them to have equitable opportunities for success through an academic and enriching curriculum that meets the needs of all pupils. Our pupil premium strategy plan will work towards achieving these objectives by carefully identifying the most significant barriers for our disadvantaged learners. The focus of our pupil premium strategy is underpinned by our knowledge that the best strategy for student success is quality first teaching within the classroom. An integral part of the plan is to develop quality first teaching through a carefully sequenced curricula that helps to students to know more and understand more. In order to support this ambition, immersing all curriculums in rich texts will support the students’ literacy skills alongside developing their cultural knowledge.

The specific approaches we have adopted are evidence informed. To ensure they are effective we will:

- ensure that all teachers understand their curricula and use strategies to ensure effective implementation that maximises progress of all learners
- develop high quality teaching that is adaptive and responsive to meet all the needs of all individuals.
- create and maintain a purposeful learning culture
- regularly evaluate and review using a range of evidence sources.
- ensure the character curriculum underpins all curricula to allow students to flourish
- nurture a culture where disadvantage is not viewed as an excuse but high expectations of behaviour, standards and cognitive challenge are celebrated.

Challenges

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

Challenge number	Detail of challenge
1	The progress and attainment of our disadvantaged students is lower that of their peers. A small proportion of these students fail to make the same levels of progress as those who are not disadvantaged. This is especially true of those who are within the higher ability banding on entry.

2	<p>Literacy</p> <p>Disadvantaged students are more likely to start The MFG with lower literacy levels than that of their peers. They are also more likely to fall within the bottom 20% of readers with the lowest reading ages, some of these pupils struggle to access texts and need support with comprehension Assessment, observation and discussion indicates that their vocabulary knowledge needs to be developed.</p>
3	<p>Attendance</p> <p>The attendance of disadvantaged students is lower that of their non-disadvantaged peers. These students are more likely to be a Persistent Absentee (PA). Poor attendance negatively contributes to progress and attainment. Last academic year, there was a 4% gap between students in receipt of pupil premium in comparison to their peers.</p>
4	<p>Development of The MFG Character</p> <p>There is a cultural capital gap between disadvantaged and non-disadvantaged students when they join The MFG. Disadvantaged student are historically less likely to participate in enrichment activities and leadership opportunities limiting their development of The MFG character</p>
5	<p>Morality- Behaviour of learning</p> <p>A small proportion of disadvantaged students fall short of meeting the expectations of The MFG 's morality behaviour policy and are more likely to be placed in inclusion or suspended. They lack the ability to regulate their behaviour which can be exacerbated when faced with challenging work or social situations.</p>

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
To improve and sustain attainment and progress of disadvantaged pupils across the curriculum at the end of KS4 especially PP Higher attaining pupils and SEND PP	By the end of 2025/26, we will see the gap between progress and attainment of disadvantaged and non-disadvantaged narrowed.
Improved reading skills and proficiency amongst students in KS3	<p>There will be an increase in the number of disadvantaged students reading at least at chronological age (NFER data)</p> <p>The literacy strategy will be fully embedded this includes the explicit teaching of vocabulary with Tier 2 and tier 3 vocabulary sequenced effectively across all curriculum plans.</p>

To achieve and sustain improved attendance for all students, in particular disadvantaged students and significantly reduce persistent absence	Attendance will be consistently higher than national averages. The number of extreme persistent absenteeism and persistent absence of disadvantaged students will decrease and the gap between disadvantaged and non- disadvantaged with respect to persistent absenteeism will have closed.
To develop the character curriculum by ensuring that a wide range of enrichment opportunities are available across the curriculum offer and beyond	Students, particularly those who are disadvantaged, enjoy participating in at least one enrichment activity per and have attended at least one educational visit Equity ensures that disadvantaged students are represented in the personal development opportunities at including: <ul style="list-style-type: none"> • Student Leadership • Trips and Visits • Enrichment Clubs • Rewards Events
There is a sustained improvement in behaviour for all, including disadvantaged students but noticeably achieve a significant reduction in the % of disadvantaged students excluded	Student voice, learning walks and lesson observations will demonstrate that students are more able to regulate their own learning behaviours and staff model this. There is an overall reduction in suspensions for all students, particularly those who are disadvantaged.

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: £ 170,918

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver a high quality professional development programme that equips teachers to support pupils to maximise the opportunities for long term learning	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) EEF states that teaching practice has the highest impact on student progress The best leveller for addressing disadvantaged is great inclusive classroom practice with good pastoral care. A key ingredient to this is ensuring that the curriculum is well-planned and sequenced in all	1 and 2

<p>underpinned by adaptive and responsive teaching.</p>	<p>subjects. Once the curriculum is mapped out ensuring key knowledge and skills have been highlighted in medium term plans, then the planned curriculum is implemented well across all subjects. Planned assessment will demonstrate the impact of the effective implementation of the planned curriculum. As a result, all students, including those who are disadvantaged, achieve well.</p>	
<p>Implement and embed a whole school reading strategy</p>	<p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) Through the implementation of a whole school reading strategy, students including those who are disadvantaged, will be inspired to read at school and will be able to read at an age appropriate level. Reading will be highlighted in all curriculum areas. Through the implementation of a whole school reading approach to disciplinary reading, students including those who are disadvantaged, will be taught how to read ‘like a subject expert’ and will be able to read at an age-appropriate level (age 14 to access GCSE content).</p>	<p>1 and 2</p>
<p>To deliver a high quality professional development programme that develops of explicit teaching of vocabulary for all teaching staff</p>	<p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) EEF guidance reports indicates that schools should priorities ‘disciplinary literacy across the curriculum;’, teachers need to prioritise teaching tier 2 and tier 3 vocabulary through evidence-informed strategies alongside develop students’ ability to read complex academic texts. Through the implementation of a whole school reading approach to disciplinary reading, students including those who are disadvantaged, will be taught how to read ‘like a subject expert’ and will be able to read at an age-appropriate level (age 14 to access GCSE content).</p>	<p>1 and 2</p>
<p>Quality first teaching – strategies embedded across school, tracked by middle leaders and senior leaders in the quality of education team who utilise the quality assurance system effectively to monitor progress, raise standards and impact positively on outcomes especially for disadvantaged students</p>	<p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Ensuring, through robust quality assurance processes that the curriculum is implemented consistently to meet the personal needs of all students, especially those in receipt of the pupil premium</p>	<p>1 and 2</p>

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

Budgeted cost: £80222

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring including the NTP and school led tutoring to focus on students who have shown gaps in knowledge in addition to developing literacy skills. Although not exclusively for disadvantaged students, they will be a primary target</p>	<p>· Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 and 2</p>
<p>Implementation of a whole school reading intervention, where students including those who are disadvantaged, will be identified and provided with planned KS3 literacy interventions</p>	<p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) The Reading House EEF (educationendowmentfoundation.org.uk)</p> <p>‘The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading strategies allow interventions to be carefully tailored to pupils’ reading capabilities and involve activities and texts that provide an effective but not overwhelming, challenge EEF Reading House</p>	<p>1 and 2</p>
<p>Planned support to monitor progress and ensure readiness for post-16 education.</p>	<p>Through the Personal Development programme and careers programme, students including those who are disadvantaged, will have access to a range of opportunities and experiences that develop their readiness for an ambitious Post 16 pathways.</p>	<p>1 and 4</p>
<p>‘Fresh start reader’ ‘Fixing fluency’ and Paired reading programme will be implemented for students with the lowest reading ages.</p>	<p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) The Reading House EEF (educationendowmentfoundation.org.uk)</p> <p>Through the implementation of a whole school reading approach to disciplinary reading where students, including those who are disadvantaged, will provide increased reading opportunities to all aspects of reading and will be able to read at an age-appropriate level (age 14 to access GCSE content).</p>	<p>1 and 2</p>

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

Budgeted cost: £ 79,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective recruitment and deployment of staff within the Character team with a specific focus on behaviour and conduct	<p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>A consistent approach used across the whole school is the most effective way of improving behaviour of most pupils. There is evidence to that links improving pupils' behaviour and better outcomes.</p> <p>Several active ingredients such as SLT Conduct lead, Year Leader manager, Key Stage PP Leads, The Bridge Co-ordinator and Year leaders will provide capacity to implement the strategy via a range of approaches and interventions. (Implement the behaviour strategy, monitor conduct, mentor identified students and provide appropriate behaviour interventions)</p>	1 and 5
Behaviour interventions provided through the year leader team, personalised learning co-ordinator and wider support staff	<p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>A consistent approach used across the whole school is the most effective way of improving behaviour of most pupils. There is evidence to that links improving pupils' behaviour and better outcomes.</p> <p>Research indicates that pupils who are eligible for free school meals are more than four times more likely to get a permanent exclusion than their peers. To reduce this risk a range of strategies and approaches will be implemented.</p> <p>Personalised learning team, KS PP leads and PP engagement officer provides intervention such as:</p> <ul style="list-style-type: none"> • One to one intervention • Group work with students who are failing to regulate their behaviour • External sessions run by another provider • Parental engagement 	1 and 5
An enrichment programme will be developed to support students in accessing a range of experiences therefore developing student's cultural capital.	<p>Strategic lead for Personal Development will co-ordinate the enrichment programme. The enrichment opportunities will be interleaved through the curriculum so students are immersed in cultural capital supporting their social mobility.</p> <p>Where needed, support will be given to ensure that DS are able to access all opportunities at The MFG This may include but is not exclusive to:</p> <ul style="list-style-type: none"> • Support in paying for school trips. • Travel to access afterschool clubs • Equipment required for participating in school events 	1 and 4

<p>Attendance strategy relaunched-shared with all teaching staff and revisited</p>	<p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence brief on improving attendance and support for... EEF (educationendowmentfoundation.org.uk)</p> <p>The DFE guidance has been informed by evidence from schools that have significantly reduced persistent attendance issues.</p> <p>Evidence indicates that a large variety of strategies need to be used to improve pupil attendance.</p> <p>There is some evidence of promise for parental engagement approaches and responsive interventions that meet the individual needs of the pupils.</p> <p>Several active ingredients such as Attendance Officer, Attendance mentor SLT attendance lead, KS3 and KS4 PP leads will provide capacity to implement the strategy via a range of approaches and interventions</p> <p>Implement strategy, monitor the attendance whole school, mentor identified students and conduct home visits.</p> <p>.</p>	<p>1 and 3</p>
<p>Planned support to purchase equipment and materials which will enable disadvantaged students to access the broad and balanced curriculum e.g., technology, PE kit, equipment, ability to pay for school trips</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Key aspects of the guidance around improving attendance require staff to intervene “supporting students to overcome barriers”</p> <p>The identification and removal of any barriers to learning for our most disadvantaged is key.</p> <p>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)</p>	<p>1, 3, 4 and 5</p>
<p>Effective recruitment and deployment of additional staff into the Character team with a specific focus on attendance.</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Key aspects of the guidance around improving attendance require staff to intervene “supporting students to overcome barriers”</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Year leaders, KS PP engagement officer with responsibility for the attendance of DS has been employed to monitor pupils and follow up quickly on trancies and absences. Establishing a first day response provision will focus on the DS students first.</p> <p>The attendance office will be able to foster and develop parental engagement through regular contact with families who children are not meeting attendance expectation</p>	<p>1 and 3</p>
<p>Secure a positive start to the school day for disadvantaged students through</p>	<p>The Education Endowment Foundation (EEF) found pupils made an extra two months’ progress when a free breakfast club was introduced.</p>	<p>1 and 3</p>

continued Breakfast Club provision		
---------------------------------------	--	--

Total budgeted cost: £ 79,330]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The table below is populated using the unvalidated Key Stage 4 Summary data published by the DFE during the September Tables Checking exercise (figures in green) and using the raw data collated by the school in the MIS software, SISRA (figures in black). For the purposes of this analysis, FSM Ever6 figures have been quoted in place of PP students, in order to allow a fair comparison with the data that has been provided by the DFE.

The validated data will be updated in February 2024 as per the information taken directly from the DFE September Tables Checking website;

*All accepted amendments will be reflected in revised data to be published in early 2024.
Result amendment requests which are accepted through the Autumn school checking exercise will be updated for all schools in the amended publication in February 2024.*

The information ... is based on provisional data and has been updated at 5:15pm on Thursday 12 October 2023.

Year 11	Progress 8		Attainment 8		5+ Eng & Ma		EBacc Entry		EBacc (Standard Pass)	
	Result	Predicted	Result	Predicted	Result	Predicted	Result	Predicted	Result	Predicted
All no	-0.03	-0.23	48.56	50.59	123	110	71	71	57	65
All %					57.5%	51.4%	33.2%	33.2%	26.6%	30.4%
PP no	-0.64	-0.74	38.05	41.71	15	17	5	5	3	3
PP %					37.5% (of PP)	42.5% (of PP)	12.5% (of PP)	12.5% (of PP)	7.5% (of PP)	7.5% (of PP)

The school has continued to prioritise the education of all students from a disadvantaged background. The key areas of need identified over the previous academic years and a profound understanding of the needs of all our pupils have led to the implementation of three key strategies.

The strategies below which are being implemented at The MFG are all research based and ultimately lead to strong academic outcomes and significantly more opportunities to access life enriching activities;

- The delivery of the highest standard of Teaching to all our DS pupils
- Targeted academic support
- Wider Strategies that remove the barriers to access school and learning

The combination of which, has led to strong academic outcomes and significantly more opportunities to access life enriching activities.

Progress PP at The MFG achieved a progress 8 residual of -0.64, with a significant gap compared to non-disadvantaged students who achieved a progress 8 score of 0.11

58.5 % of the disadvantaged cohort received at least a standard pass in English and 58.5 % in Maths.

49 % of the disadvantaged cohort received a standard pass in English and Maths compared to 70.6% of all students.

37 % of the disadvantaged cohort received a strong pass in English and Maths compared to 57% of all students.

NTP

Across all year groups, NTP funding has been used to support PP students through small group interventions in English and Maths. These sessions have been designed to support students in accessing the school curriculum offer and have been delivered by fully qualified teaching staff.

Attendance

The MFG PP attendance strategy has driven whole school and targeted initiatives over the last 12 months. This has prioritised PP whose attendance is not in line with their peers. One of the strategies included is the development of staff capacity, leading to the additional time to work with our key pupils.

Key Groups Whole School	2022/23	National (Autumn Term 2022)
Whole School %	93.5%	92.5% (Autumn Term) (90.7% in 2022/2023 for schools in the FFT study)
PP %	PP Eligible: 89.08% PP Recipient: 88.83%	Not Available

Persistent absenteeism at the end of the last academic year was 37.4% for Pupil Premium and 23% for all students, and this gap will continue to be addressed through the effective implementation of the pupil premium strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Premier League Inspires Programme	Huddersfield Town Foundation

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
We decided the most effective way to utilise the SPP was to employ an additional member of pastoral staff whose role was to act as a mentor and the Service Children Liaison Officer. The mentor carried out targeted interventions where learning has fallen short of expectations.
The impact of that spending on service pupil premium eligible pupils
All students had an attendance which was in-line with national average.