

The Mirfield Free Grammar

Pupil Premium Impact Report 2017 - 2018

What is Pupil Premium?

The Pupil Premium was introduced in April 2011, and is aimed at providing funding for Disadvantaged students from deprived backgrounds. Each school receives a fixed annual amount per student entitled to Pupil Premium (currently £935). The amount funded each year is set at the January census point for the next financial year. The Pupil Premium Strategy will be reviewed annually in October. Research and national statistics show that students from deprived backgrounds often underachieve in comparison to 'Other' students, and the gap widens throughout the Key Stages of education. Additionally, Disadvantaged students are less likely to go on to Further or Higher Education. Nevertheless, it should not be assumed that all Pupil Premium students will underachieve; therefore, the funding should support and enhance the teaching and learning experience for Disadvantaged students to enable them to engage and accelerate their progress.

Pupil Premium (Disadvantaged) students include:

- Those currently on free school meals;
- Students who have been entitled to free school meals in the last 6 years (Ever 6 students);
- Looked After Children, defined as being in care under a Guardianship Order or Residence Order;
- Children whose parents are in the armed forces, or who have been in the last 5 years (Ever 5 students)

Overview Figures For 2017-2018

Total PP Budget	£182,330
Number of students eligible for PP Funding 2017-2018	193 / 1154 16.7%

Barriers to Learning

All interventions have been planned to support the overriding objective to close the gap in progress between Disadvantaged students at The MFG and 'Other' (non-Disadvantaged) students nationally. As well as specific academic interventions, other services were provided to remove barriers to learning. According to the DFE commissioned NFER report, the main barriers that Disadvantaged Students face nationally are:

- Financial barriers;
- Domestic issues which impact on the learning environment, as well as behaviour and attendance in school;
- Social, emotional and health issues;
- Poor literacy and / or numeracy skills;
- Low aspirations in relation to progression on to the next step of education, employment or training;
- Stereotyping and low expectations of disadvantaged students.

In 2017 to 2018, many students at The MFG who were eligible for Pupil Premium funding were affected by the above barriers, as well as a number of specific barriers, including:

- significant financial, domestic, social or emotional issues that impact on learning at home, as well as behaviour and attendance in school;
- Prior attainment of Disadvantaged Year 7 students, entering The MFG, is consistently below that of 'other' students (see below chart);
- Although attendance of Disadvantaged students has risen over the last few years, it remains below that of 'Other' learners;
- Due to the curriculum followed by the Year 11 Leavers group, a number of students had empty EBacc buckets which affected the progress score, and only 5 Disadvantaged students were eligible for the English Baccalaureate. However, the Academy has successfully been 'growing out' the historic curriculum to ensure that more students are taking English Baccalaureate (EBacc) subjects whilst maintaining a broad and balanced curriculum. This is reflected in our ongoing positive EET figures.

APS on Entry

There is a significant difference between the APS on entry of Disadvantaged students in comparison to 'Other' students in the academy (see below table). Therefore, although Disadvantaged students can be compared to 'Other' students for progress data, this is not a fair comparison for attainment data.

N.B. The way APS on entry is shown changes for the Year 8 and 9 cohort due to the removal of KS2 levels.

Average Point Score for Students Entering the Academy

	Disadvantaged APS on entry	'Other' APS on entry	APS Gap
Year 11 Leavers 2018	28.0	30.5	-2.5
Current Year 11	27.8	30.1	-2.3
Current Year 10	28.7	30.3	-1.5
Current Year 9	100	105	-5
Current Year 8	101	106	-5
Current Year 7	104	106	-2

Impact - Year 11 Leavers 2018

It is inappropriate to make comparisons between 2016 and 2017 data due to specification changes in English and maths (the introduction of 1-9 grades in comparison to A*-G grades). Additionally, the majority of other subjects undertook the new specification in 2018 examinations. However, for transparency see below the three year data set. Additionally, in line with DFE guidance the Academy has published Disadvantaged figures in comparison to 'Other' students nationally and at The MFG; this is because the Academy is aiming to close the gap between Disadvantaged and 'Other' students.

Progress Data

Overall Progress 8	2018	2017	2016	Difference 2017-2018
All students (234)	-0.38	-0.06	-0.41	-0.32
Disadvantaged MFG (39)	-0.60	-0.70	-1.04	+0.10
Other MFG (195)	-0.34	+0.04	-0.28	-0.38
DS MFG to Other MFG Gap	-0.26	-0.74	-0.76	Gap reduced by 0.48
Other National	TBC	+0.11	+0.10	NA
DS MFG to National Other Gap	TBC	-0.81	-1.14	NA

Although there is a gap between Disadvantaged and Other students, over the last three years this has reduced by 0.50; the Progress 8 score for Disadvantaged students has improved by 0.44 over the last three years.

Additionally, 2 out of the 39 Disadvantaged students did Key Stage 4 at alternative provision at another school, 1 student had serious health issues and 2 others attended our PUP / Nexus alternative provision as they were at risk of permanent exclusion. When these 5 students are removed from the data, the progress 8 score is -0.28.

Attainment

Although Disadvantaged students can be compared to 'Other' students for progress data, this is not a fair comparison for attainment data as in 2018 Disadvantaged Year 11 leavers came in to the Academy with an APS score of 28 in comparison to 'Other' students APS of 30.5. The figures have been published for transparency and so that they can inform strategic planning for 2018-2019. The Attainment 8 figure for Disadvantaged students has improved from 2017 to 2018 by 1.29.

Overall Attainment 8	2018	2017	2016	Difference 2017-2018
All students (234)	47.63	49.73	50.20	-2.10
Disadvantaged MFG (39)	36.29	35.10	38.08	+1.29
Other MFG (195)	49.9	52.23	52.79	-2.33
DS MFG to Other MFG Gap	-13.61	-17.13	-14.75	NA
Other National	TBC	49.51	49.50	NA
DS MFG to National Other Gap	TBC	-14.41	-11.42	NA

Destinations

In 2016-2017, 98% of students at The MFG stayed in education or employment after KS4 according to the latest DFE figures (no national average figures available yet) and only one disadvantaged student, an anxious non-attender, was NEET. In 2017-2018, according to Academy internal data, 100% of Disadvantaged students went on to full time education, employment or training. Additionally, according to current figures all student from the 2018 Leavers cohort have entered education, training or employment (apart from one who was educated at Alternative Provision throughout KS4 and was electively home educated from January 2018).

Type of Post 16 Provision	Number of students Leavers 2017	Number of students Leavers 2018
A Levels	5	10
Level 3 BTEC	9	11
Level 2 BTEC / Diploma	5	6
Vocational Courses	13	0
Apprenticeship	2	5
Employment with training	1	0
GCSE Program	1	0
Level 1 Diploma	0	6

Key objectives for 2017 – 2018

(Please see Pupil Premium Strategy for further details of key gap closing strategies)

- To ensure that the progress of Disadvantaged students is at least in line with 'Other' students as all teachers and support staff are systematically and robustly driving and monitoring teaching and learning as well as other intervention strategies
- To ensure that the Pupil Premium strategy clearly addresses barriers to learning in line with the NFER Research reports on best practice in closing the gaps;
- To ensure that the curriculum enables all students to be able to access the full range of qualifications, and the EBacc bucket is filled as appropriate to each student's needs;
- To ensure that strategic intervention is in place for English and maths for Disadvantaged students, so that the gap is closed in the English and maths buckets and students' progress is positive;
- To ensure that the attendance of Disadvantaged students continues to improve and is at least in line with 'other' students;
- To continue to reduce the number of fixed term exclusions for Disadvantaged students;
- To reduce any barriers to learning through the Personalised Learning Provision procedures.

Overview Figures For Pupil Premium Expenditure 2017-2018

Total PP Budget	£182,330
Number of students eligible for PP Funding 2017-2018	193 / 1154 16.7%

	2017-2018 Full Cost
Total Funding 2017-18	£182,330
PP Leadership	£16,739
Targeted support for English	£29,036
Targeted support for Maths	£31,526
Alternative Education Provision	£45,671
High Quality Careers Guidance	£6,177
Counselling and Wellbeing Centre	£11,628
Educational Support, including music lessons, revision guides, uniform, transport	£17,942
Attendance Support	£5,198
Personalised Provision and Student Support, including Impact Centre and support staff	£15,156
Learning Mentor	£3,256