

The Mirfield Free Grammar

Pupil Premium Interim Impact Report 2019-20

What is Pupil Premium?

The Pupil Premium 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 £955). 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 2019-20

Total PP Budget	£192,240
Number of students eligible for PP Funding 2019-2020	221/1135 19.4%

Barriers to Learning

Quality First Teaching (QFT) and Wave 1 intervention in the classroom 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. Other services were also 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 2019 to 2020, 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:

- impact of the Covid-19 National Lockdown Measures and ability to access Home Learning
- 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;
- Contextually after analysis of the 2016 results, a factor in a lower than hoped for Progress 8 score, was that a large number of students did not have 3 EBacc subjects. It was decided to alleviate this issue for all students to take an extra EBacc option rather than Science and one other. This therefore removed an 'Open' option from all the students for this year group and artificially reduced the performance in the Open element of Progress 8 for the 2019 results. Nationally the Open bucket performs better than EBacc by approximately half a grade.

APS on Entry

There is a significant difference between the APS on entry of Disadvantaged students in comparison to 'Other' students in the academy. Therefore, although Disadvantaged students can be compared to 'Other' students for attainment we note the fact that our students depending on the Year group, have a gap of -1.5 to -6

Impact – Whole School (2019 – 2020)

The Academy aimed to close the gap between Disadvantaged and 'Other' students by:

1. Improving attendance to school, Building self-confidence and self-esteem,
2. Improving literacy skills
3. Enabling these youngsters to take part in trips, visits etc
4. Access counselling or other support as appropriate
5. Modifying their time table e.g. smaller classes, fewer subjects

Whole school attendance for this group improved by 0.3%, (*2020 was disrupted by Covid19*).

Persistent absence has reduced by 8.2%. Fixed term exclusions have decreased by 36.5% since 2017.

The number of trips disadvantaged boys participated in increased by 168% in 2019, (*2020 was disrupted by Covid19*). All disadvantaged students in Year 11 accessed a work experience placement in 2019, (*2020 was disrupted due to Covid19*). In English the improvement under the new spec is 0.33. Class sizes in Year 11 in English were reduced and they were afforded an extra lesson. Students accessing the Well Being Centre / Counsellor increased.

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 students from the 2019/20 Leavers cohort have entered education, training or employment.

Overview Figures for Pupil Premium Expenditure 2019-20

	2019-20 Full Cost
Total Funding 2019-20	£192,240
PP Leadership	£36,259
Targeted Support for English	£22,895
Targeted Support for Maths	£1,713
Alternative Education Provision	£0
High Quality Careers Guidance	£4,696
Counselling	£8,056
Educational Support	£5,300
Attendance Support	£14,993
Wellbeing	£424
Literacy/Reading	£14,629
Student Support	£33,938
Deputy Achievement Coordinators	£3,580
Personalised Learning Coordinator	£27,176
Key Stage 3 Achievement Teaching	£18,580

Next review: Autumn term yearly