

The Mirfield Free Grammar Pupil Premium Strategy 2018 – 2019

Overview

The Pupil Premium was introduced in April 2011, and is a Government strategy that provides funding aimed at disadvantaged students from deprived backgrounds. The Academy 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. We will review our Pupil Premium strategy annually in October.

Research and national statistics show that students from deprived backgrounds often underachieve compared to other students, and the gap widens through the Key Stages of education. In short, students eligible for Pupil Premium are statistically less likely to succeed in external examinations and are less likely to go on to Further or Higher Education. Nevertheless, it should not be assumed that all disadvantaged students will underachieve and not all underachievers are disadvantaged students. The Pupil Premium Fund is provided to support and enhance the teaching and learning experience for disadvantaged students, to enable them to engage and accelerate their progress. Ultimately, it aims to address inequalities and close the attainment and progress gap. At The Mirfield Free Grammar, every student is valued and entitled to develop their full potential, irrespective of disadvantage.

Pupil Premium students include:

- Those currently on free school meals (FSM)
- Students who have been entitled to Free School Meals at any point in the last 6 years (Ever 6 students)
- Looked After Children, defined as being in care under a special Guardianship Order or Residence Order
- Children whose parents are currently serving in the armed forces, or who have done so in in the last 5 years (Ever 5 students)

In 2018 – 2019, our Pupil Premium grant allocation is estimated to be £182,325. As of November, 2018, there are 195 (16.81%) students eligible for Pupil Premium funding.

Barriers to Achievement for Students Eligible for Pupil Premium Funding and How the Academy will Address These Barriers

According to research, the main national barriers to achievement for those eligible for the Pupil Premium are:

- Financial barriers
- Domestic issues which impact on the learning environment at home, as well as behaviour or attendance in school;
- Social, emotional and health issues;
- Poor literacy and / or numeracy skills;
- Low aspirations in relation to post 16 progression;
- Stereotyping and low expectations of disadvantaged students;
- Teachers having a lack of clarity in relation to who is eligible for Pupil Premium funding, and how to plan for progress.
- A curriculum that meets the needs of the individual student.

GI/PEW/Pupil Premium Action

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 other 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.

Average Point Score for Students Entering the Academy (2018-2019)

	Disadvantaged APS on entry	'Other' APS on entry	APS Gap
Results 2017	26.7	30.2	-3.5
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

DFE Commissioned NFER Report (Published November 2015)

Research undertaken by NFER also found that between one and two thirds of the variance between schools in disadvantaged students' attainment can be explained by a number of school characteristics, such as the school's intake (e.g. KS2 performance, number of disadvantaged students, size of year group, proportion of students with White British background) and circumstances (location, school designation). Nevertheless, although school intake and circumstances are influential, they do not totally determine student outcomes and 'schools have meaningful scope to make a difference'.

The NFER Study also identified seven key building blocks that the most successful schools use to raise disadvantaged students' attainment. At The Mirfield Free Grammar we endeavour to utilise the research in the Pupil Premium Strategy.

The seven key building blocks identified are:

- 1) **Whole school ethos of attainment for all** (avoid stereotyping disadvantaged students as all facing similar barriers or having less potential to succeed).
- 2) **Address behaviour and attendance** (respond quickly to poor attendance, ensure effective behaviour strategies are in place and work with families to ensure strong social and emotional support).
- 3) **High quality teaching for all** (consistent high standards, set clear expectations, monitor performance and share best practice).
- 4) **Meet individual learning needs** (identify challenges and interests, and seek best strategies to help students learn; provide individual support for specific learning needs and group support for students with similar needs).
- 5) **Deploy staff effectively** (devolve responsibility to frontline staff. Use most effective teachers to work with students who need the most support and train SLAs to support student's learning).
- 6) **Data driven and respond to evidence** (teachers use data to identify student's learning needs, review progress and quickly address underperformance. Assessment for learning systems should be manageable and provide clear feedback. Evidence is used to make decisions about support strategies).
- 7) **Clear, responsive leadership** (senior Leaders set even higher aspirations and lead by example. Staff are held to account for raising attainment. Vision is clear and Senior Leaders invest in staff training).

How The Academy Will Measure the Impact of the Pupil Premium Strategy

- Positive Progress 8 score for disadvantaged students (leavers 2019);
- Minimum of 90% of Key Stage 3 disadvantaged students are at their target pathway by the end of the year (CF3);
- The number of disadvantaged students entering education, employment or training post 16 to be in line with other students (98+% EET);
- Reading gaps narrowed and 80% of disadvantaged students reading at chronological age;
- Attendance of the disadvantaged cohort to be at least in line with other students;
- Continued reduction in Fixed Term Exclusions for disadvantaged students;
- Attitude to learning scores for disadvantaged students are in line with other students.

Pupil Premium Strategy 2018-2019

NB There will inevitably be some cross over between how each action point fits under the seven successful building blocks headings. Action points will not be restricted to disadvantaged students. Not all provision will be financed through the Pupil Premium budget, and where it is a whole school strategy this will be factored at approximately 20% of the whole costs, in line with disadvantaged student numbers.

1. Whole school ethos of attainment for all

Provision	Objective	Outcome Measure
<p>Whole Academy vision of 'Everyone Exceptional, Every Day' and 'Respect, Integrity, Teamwork and Aspiration' (RITA Values). This underpins the Academy Development Plan and is high profile in lessons, assemblies and around the Academy.</p>	<p>A cohesive vision and approach to achievement for all.</p>	<ul style="list-style-type: none"> • Positive Progress 8 score for disadvantaged students (leavers 2019); • The number of disadvantaged students entering education, employment or training post 16 in line with other students 98+%); • Minimum of 90% of Key Stage 3 disadvantaged students at target pathway; • Continued reduction in Fixed Term Exclusions for disadvantaged students. • Attitude to learning scores for disadvantaged students in line with other students • Attendance of the disadvantaged cohort to be at least in line with other students
<p>'Be the Best You Can Be' programme, launched in Year 7 by Olympic Athlete and Commonwealth Gold medal winner Chris Cooke.</p>	<p>Inspire, engage and empower our Year 7 students to recognise and fulfil their potential.</p>	<ul style="list-style-type: none"> • Attitude to learning scores for disadvantaged students in Year 7 in line with other students • Minimum of 90% of disadvantaged students at their target pathway in Year 7
<p>Off site Year 11 'Strategies for Success' day for those at risk of not achieving their potential, with a specific focus on Disadvantaged students.</p>	<p>Develop a growth mind set, build RITA values and close the gap in English and maths.</p>	<ul style="list-style-type: none"> • Positive Progress 8 score for disadvantaged students (leavers 2019) • English and maths positive progress figures
<p>Provision of High Quality Careers Guidance. Additional support from 'Think Futures' careers service for disadvantaged students. Various activities including:</p> <ul style="list-style-type: none"> - Careers and Business Leaders Event - Post 16 Taster Days - Spotlight Career presentations - Year 10 mock interviews - Business Mentoring - Training on UCAS application process for all Year 11 students - Higher education visits 	<p>All students to have a full understanding of Post 16 options. Promote aspirations and ensure students have the necessary skills and knowledge to access Post 16 applications and courses, further education, employment or training opportunities.</p>	<ul style="list-style-type: none"> • The number of disadvantaged students entering education, employment or training post 16 in line with other students

Year 11 period 6 – timetabled seminars after school for those students who require it.	All students can access personalised support	<ul style="list-style-type: none"> Positive Progress 8 score for all disadvantaged students (leavers 2019)
Assertive mentoring, including focus 5 programme.	Reduce barriers to learning and ultimately close the progress gap.	<ul style="list-style-type: none"> Positive Progress 8 score for disadvantaged students (leavers 2019)
Home learning support, including Home Learning Hub.	Students have the correct climate for learning and support for completing home learning. ICT facilities for those who require them. Reduction in number of H3s given.	<ul style="list-style-type: none"> Positive Progress 8 score for disadvantaged students Minimum of 90% of Key Stage 3 disadvantaged students are at target pathway Attitude to learning scores for disadvantaged students in line with other students
Celebration assemblies, Outstanding 100 Awards Evening, Graduation Ceremonies	Recognise student achievement and promote an ethos of achievement for all.	<ul style="list-style-type: none"> Attitude to learning scores for disadvantaged students in line with other students

2. Behaviour and Attendance

Provision	Objective	Outcome Measure
Clear, consistent Personal Development Code of Conduct, Student Commitments and rewards policies, monitored through Class Charts. High profile in assemblies and modelled by all staff.	Consistency of behaviour management across the Academy. Reduce number of exclusions and detentions. Celebrate success and develop a growth mind set; all can achieve through effort.	<ul style="list-style-type: none"> Reduction in Fixed Term Exclusions for disadvantaged students
Launch of the 'Learning Attitudes' policy	Students given an attitude score appropriate to them as a learner. Quick identification of barriers to learning and intervention plans. Recognition of those who have an 'independent' attitude to learning.	<ul style="list-style-type: none"> Attitude to learning scores for disadvantaged students are in line with other students
Home school partnership, including parent / carer meetings. PD team member attached to each year group to promote parental engagement.	Students have the opportunity to get back on track if there are behaviour or attitude to learning concerns.	<ul style="list-style-type: none"> Attitude to learning scores for disadvantaged students in line with other students Reduction in Fixed Term Exclusions for disadvantaged students

<p>Attendance tracking and intervention via Attendance and Punctuality Lead and Deputy Achievement Co-ordinators. Attendance awards in assemblies. Attendance data tracked and analysed via student cohorts, discussed weekly at ST meeting.</p>	<p>Students attend regularly and can fully access their learning.</p>	<ul style="list-style-type: none"> • Attendance of the disadvantaged cohort to be at least in line with other students
<p>Support with purchasing school uniform and interview clothing for disadvantaged students where there are significant hardship issues. Support with transport arrangements for disadvantaged students where there are challenging circumstances.</p>	<p>Students attend regularly and access their learning through reducing barriers.</p>	<ul style="list-style-type: none"> • Attendance of the disadvantaged cohort to be at least in line with other students
<p>The Wellbeing Centre, The Link and KS3 and 4 Hubs - additional support for vulnerable, disadvantaged students or those who have SEND needs. Personalised Learning Provision meetings to discuss student needs, to review and analyse impact. Professional on site counsellor to support with mental wellbeing and provide strategies to deal with other issues that affect learning.</p>	<p>Strong social and emotional support, keep students safe and reduce barriers. Continued personalised, high quality support.</p>	<ul style="list-style-type: none"> • Attendance of the disadvantaged cohort to be at least in line with other students • Attitude to learning scores for disadvantaged students are in line with other students • Positive Progress 8 score for disadvantaged students (leavers 2019);
<p>Financial support (10%) for enrichment activities, on a needs basis, including The Prom.</p>	<p>Develop the whole academy ethos and build relationships. Encourage students to engage, attend and supplement their learning.</p>	<ul style="list-style-type: none"> • Attendance of the disadvantaged cohort to be at least in line with other students • Attitude to learning scores for disadvantaged students are in line with other students • Positive Progress 8 score for disadvantaged students (leavers 2019);

3. High Quality Teaching For All

Provision	Objective	Outcome Measure
<p>Continuous professional whole academy training to directly address Wave 1 teaching and learning strategies that best support disadvantaged students. The Teaching and Learning Vice Principals to lead and support staff by cascading current research and best practice regarding raising aspirations, student engagement, questioning and feedback. Induction programmes for new starters to ensure they are aware of the whole school Wave 1 strategy for disadvantaged students.</p>	<p>Reduce in school variance in relation to the quality of teaching. Increase the profile of the performance of sub groups in the academy. Enable new starters to teach high quality lessons that meet the needs of all students. Reduce any barriers to learning.</p>	<ul style="list-style-type: none"> • Positive Progress 8 score for disadvantaged students (leavers 2019); • Minimum of 90% of Key Stage 3 disadvantaged students are at their target pathway;
<p>Whole academy disadvantaged Wave 1 strategy outlined in the MFG 2018-19 Staff Priorities booklet (diagram in appendix 8) and referred to throughout the year – focussed on four key areas: know your DS students and plan for their needs, targeted questioning, leadership roles and mark DS students’ books first. Each department has a clear Wave 1 teaching and learning strategy in response to question level analysis of exam performance. Subject specific metacognition strategy support the learning of disadvantaged students.</p>	<p>All teachers plan lessons that deepen students’ learning and challenge their thinking. Teaching and intervention strategies for disadvantaged students are bespoke, meet the needs of learners and therefore maximise progress.</p>	<ul style="list-style-type: none"> • Attitude to learning scores for disadvantaged students are in line with other students • Positive Progress 8 score for disadvantaged students (leavers 2019); • Minimum of 90% of Key Stage 3 disadvantaged students are at their target pathway
<p>Whole school/departmental focus on marking, assessment and feedback as a high impact intervention, checked through the Quality Assurance Cycle.</p>	<p>All students receive high quality, reflective and individual feedback, pertinent to their changing needs.</p>	<ul style="list-style-type: none"> • Attitude to learning scores for disadvantaged students are in line with other students • Positive Progress 8 score for disadvantaged students (leavers 2019) • Minimum of 90% of Key Stage 3 disadvantaged students are at their target pathway
<p>Re-call, retrieval and revision topics in all departmental Schemes of Learning. ‘Make it Stick’ tutorial sessions in all year groups. Low stakes quizzes following Home Learning tasks, focussed on memory and knowledge.</p>	<p>Students have the relevant organisational/revision/study skills and are best prepared for linear examinations.</p>	<ul style="list-style-type: none"> • Positive Progress 8 score for disadvantaged students (leavers 2019) • Minimum of 90% of Key Stage 3 disadvantaged students are at their target pathway;

Quality Assurance cycle, including learning walks and climate checks officially recorded on SISRA Observe, lesson observations, scrutiny of work, student voice.	Clear expectations, evaluating CPD need, monitoring performance and sharing best practice.	<ul style="list-style-type: none"> • Positive Progress 8 score for disadvantaged students • Minimum of 90% of Key Stage 3 disadvantaged students are at their target pathway
Department disadvantaged student cohort champions that link to the AC/DACs. Report to the HOD/HOF and Senior Team regarding the delivery of whole school and departmental strategies, track data and progress at all key stages at each Creating Futures Cycle.	Student progress is being checked by departments in conjunction with ACs. Wave 1 strategies are having an impact.	<ul style="list-style-type: none"> • Positive Progress 8 score for disadvantaged students (leavers 2019) • Minimum of 90% of Key Stage 3 disadvantaged students are at their target pathway

4. Meet Individual Learning Needs

Provision	Objective	Outcome Measure
Discussion of disadvantaged students and their changing needs/intervention and teaching strategies at Raising Standards meetings with HoD/ HoF and Achievement Co-ordinators.	'Attainment for All' to close the progress gap between those eligible for Pupil Premium and 'other' students.	<ul style="list-style-type: none"> • Attitude to learning scores for disadvantaged students are in line with other students • Positive Progress 8 score for disadvantaged students (leavers 2019) • Minimum of 90% of Key Stage 3 disadvantaged students are at their target pathway
Pupil Premium Bids – staff can bid for funds for students, e.g. for materials for lessons, enrichment activities, support with music tuition. All disadvantaged students provided with revision guides in Year 10 and Year 11.	Students fully explore their potential Reduce barriers to learning and ultimately close the attainment and progress gap.	<ul style="list-style-type: none"> • Attitude to learning scores for disadvantaged students are in line with other students • Positive Progress 8 score for disadvantaged students • Minimum of 90% of Key Stage 3 disadvantaged students are at their target pathway • Attendance of the disadvantaged cohort to be at least in line with other students
Literacy and skills provision for students in Key Stage 3 in a supported nurture group. SEAL and Sulp for students who have additional needs. Tailored catch up programme for Y7, 8 and 9 students who have low literacy or numeracy levels (identified by KS2 data/Reading Age). This includes the Accelerated Reading Programme and Lexia phonics program.	Focus on life skills, basic literacy and numeracy and small group, collaborative work to build self-esteem and confidence. Improve literacy and numeracy levels, promote and monitor reading for pleasure and ultimately enable students to better access their lessons. (NB Year 7 from Catch up funding)	<ul style="list-style-type: none"> • Reading gaps narrowed and 80% of disadvantaged students reading at chronological age • Minimum of 90% of Key Stage 3 disadvantaged students are at their target pathway

<p>Alternative curriculum - support for students who, due to behavioural, emotional or social difficulties, are unable to adapt to mainstream provision. Lead person appointed to liaise specifically with Alternative Providers, including monitoring academic achievement.</p>	<p>Students have the right curriculum and provision to meet their needs.</p>	<ul style="list-style-type: none"> • Positive Progress 8 score for all disadvantaged students (leavers 2019) • The number of disadvantaged students entering education, employment or training post 16 to be in line with other students
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5 Deploy Staff Effectively

Provision	Objective	Outcome Measure
<p>Personalised Provision and Student Support, including Key Stage 3 and 4 Hubs and support staff</p>	<p>Personalised support for those who most need it.</p>	<ul style="list-style-type: none"> • Attendance of the disadvantaged cohort to be at least in line with other students • Positive Progress 8 score for disadvantaged students (leavers 2019) • Minimum of 90% of Key Stage 3 disadvantaged students are at their target pathway • Attitude to learning scores for disadvantaged students in line with other students
<p>Specialist English teacher to teach small groups / one to one for identified disadvantaged students, building upon KS3 literacy provision. Target support across Mathematics at Key Stage 3 and 4. External mathematics specialist to teach small groups of disadvantaged students.</p>	<p>Progress gap between disadvantaged students in GCSE English and maths closes. Students below their Key Stage 3 pathway are on track by Year 9.</p>	<ul style="list-style-type: none"> • Positive Progress 8 score for all disadvantaged students (leavers 2019) • Minimum of 90% of Key Stage 3 disadvantaged students are at their target pathway
<p>Achievement Co-ordinators and Deputy Achievement Co-ordinators to track data (attitude, progress and attendance) and intervene</p>	<p>Identify and reduce gaps to learning and progress.</p>	<ul style="list-style-type: none"> • Positive Progress 8 score for disadvantaged students (leavers 2019) • Minimum of 90% of Key Stage 3 disadvantaged students are at their target pathway

6 Data Driven and Respond to Evidence

Provision	Objective	Outcome Measure
<p>Student information easily accessible through SIMS class mark sheets and 4 Matrix. All staff to have data led seating plans which contextualise student needs.</p> <p>Pupil Premium Pen Portraits clearly identify disadvantaged students in each year group, including reason for PP designation, KS2 data, barriers to learning and any relevant contextual information.</p> <p>Pupil Premium Case Studies – to track and identify strategies in place to meet the needs of each individual disadvantaged student</p>	<p>Teachers access basic information about individual students and therefore plan for progress. Track the provision in place for disadvantaged students, evaluate provision and its impact.</p>	<ul style="list-style-type: none"> • Positive Progress 8 score for disadvantaged students (leavers 2019) • Minimum of 90% of Key Stage 3 disadvantaged students are at their target pathway • Attitude to learning scores for disadvantaged students are in line with other students
<p>Disadvantaged cohort data to be analysed by sub-groups and tracked effectively at academy, year group, subject, class and individual level by ST and middle leaders.</p>	<p>Early intervention is put in for disadvantaged students at risk of underperforming.</p>	<ul style="list-style-type: none"> • Positive Progress 8 score for disadvantaged students • Minimum of 90% of Key Stage 3 disadvantaged students are at their target pathway • Attitude to learning scores for disadvantaged students are in line with other students

7 Clear, Responsive Leadership

Provision	Objective	Outcome Measure
<p>Vice Principal with oversight of disadvantaged students.</p>	<p>Shared vision and progress gap between disadvantaged and 'other' students is closed by Year 11.</p>	<ul style="list-style-type: none"> • Positive Progress 8 score for disadvantaged students (leavers 2019) • Minimum of 90% of Key Stage 3 disadvantaged students are at their target pathway in English and maths • Attitude to learning scores for disadvantaged students are in line with other students
<p>Ensure student and subject targets are aspirational and reflect good or better progress for all students.</p>	<p>Promote a growth mind set that all can achieve..</p>	<ul style="list-style-type: none"> • Positive Progress 8 score for disadvantaged students

		<ul style="list-style-type: none"> Minimum of 90% of Key Stage 3 disadvantaged students are at their target pathway in English and maths
Ensure the curriculum best meets the needs of all students, including alternative curriculum and off site provision/work based learning/KS4 alternative curriculum extended provision.	Ensure all students achieve due to an appropriate curriculum, all buckets filled and reduce barriers to learning.	<ul style="list-style-type: none"> The number of disadvantaged students entering education, employment or training post 16 to be in line with other students (98+% EET)
Identification of Pupil Premium Governor	Widen the understanding of Pupil Premium with the Governing Body, and hold to account stakeholders in the implementation of the Pupil Premium Strategy.	<ul style="list-style-type: none"> Positive Progress 8 score for disadvantaged students
Ensure website information meets the statutory requirements for Pupil Premium.	Transparency and accountability, intervention and impact across the academy.	Website is DFE compliant

