

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 | 1150 |
| Proportion (%) of pupil premium eligible pupils | 22.6 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-26 (year 2 of plan) |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Alexandra Fuller |
| Pupil premium lead | Alexandra Fuller |
| Governor / Trustee lead | Andrew Midgley |

Funding overview

| Detail | Amount |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year | £ 272970 |
| Recovery premium funding allocation this academic year | £0 |
| 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> | £272970 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that disadvantaged students are supported to ensure equitable opportunities to access the full offer available for all students at The Mirfield Free Grammar.

By identifying and removing any potential barriers, our aim is that disadvantaged students will reach their academic, personal and social potential in a caring, positive and inclusive environment. Disadvantaged students are considered in all school initiatives and, where appropriate, are prioritised in interventions within and beyond the classroom.

The curriculum at The Mirfield Free Grammar School is ambitious, with the National Curriculum and EBacc at its core. We place [The MFG Values](#) at the heart of the curriculum, which will be designed to give all pupils, particularly those who are disadvantaged and those with SEND, the knowledge and cultural capital they need to succeed in life.

All learners study the full curriculum in key stage 3, and we teach a broad range of subjects exemplified by the National Curriculum throughout years 7 to 9. Creative subjects are given sufficient curriculum time and are not taught on a carousel. Our curriculum is 'spiral' in design, which allows for revisiting of key ideas and the incremental development of knowledge, so over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

Our curriculum ensures that all students are supported in their character and personal development, thus equipping them with cultural capital needed to succeed. This is built into everything we do, including our values, the subjects we teach, PSHE, our tutorial programme and careers offer.

Beyond the classroom, we provide an inclusive, high quality and extensive enrichment programme, which ensures that all students, regardless of background, have access to a wide variety of opportunities. Our students play a key role in improving the learning experience at The MFG. Our student leadership programme offers all students the opportunity to grow and develop their leadership skills.

Our ultimate aim is to provide life chances for our disadvantaged students: they will attain at least in line with their peers and are prepared to successfully access their chosen destination.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>Attendance</p> <p>The attendance of disadvantaged students is likely to be lower than that of their peers. Disadvantaged students are more likely to be persistently absent (PA). Poor attendance can impact on attainment and progress.</p> |
| 2 | <p>Literacy</p> <p>Disadvantaged students are more likely to start secondary school with lower literacy levels than their peers. They are also more likely to fall within the bottom 20% of readers with the lowest reading ages. This can lead to some pupils struggling to consistently access the curriculum, resulting in lower levels of progress and attainment.</p> |
| 3 | <p>Morality- Behaviour for learning</p> <p>A small proportion of disadvantaged students do not consistently meet the expectations of The MFG's morality behaviour policy. Some struggle to consistently self-regulate which can be exacerbated when faced with challenging work or social situations, which can impact on attainment and progress.</p> |
| 4 | <p>THE MFG Character Curriculum</p> <p>Disadvantaged students are less likely to participate in extracurricular activities and cultural capital activities than their peers. This can impact on attainment, process and aspiration.</p> |
| 5 | <p>Attainment and Progress</p> <p>The attainment and progress of our disadvantaged students is lower than that of their peers, both in the classroom and at the end of key stage outcomes.</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 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Challenge 1 – Attendance</p> <p>To achieve and sustain improved attendance for all students, including those who are disadvantaged, and further reduce persistent absenteeism.</p> | <p>Attendance will be consistently in line or above national average for all pupils and any gaps for those who are disadvantaged will be narrowed.</p> |

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| <p>Challenge 2 - Literacy Improved literacy skills, including reading and oracy amongst all students, including those who are disadvantaged.</p> | <p>There will be an increase in the number of disadvantaged students who can read at least at chronological age (NFER data). Weaker readers are identified upon arrival and intervention is in place.</p> <p>The explicit teaching of tier 2 and 3 vocabulary is consistently implemented in all subjects and will positively impact on attainment and progress as it is applied by students.</p> <p>The development of students' oracy skills by implementing a consistent approach to learning through talk.</p> |
| <p>Challenge 3 - Morality All students, particularly those who are disadvantaged, will consistently self-regulate when faced with challenging work or social situations.</p> | <p>Student voice, lessons visits, and Class Charts data will demonstrate that students are more able to regulate their own learning behaviours.</p> <p>There is an overall reduction in suspensions for all students, particularly those who are disadvantaged.</p> |
| <p>Challenge 4 – The MFG Character Curriculum Disadvantaged students are less likely to participate in extracurricular and cultural capital activities.</p> | <p>Students, particularly those who are disadvantaged, enjoy participating in at least one enrichment activity per half term and have attended at least one educational visit during the academic year.</p> <p>Equity ensures that disadvantaged students are represented in personal development opportunities including:</p> <ul style="list-style-type: none"> • Student leadership • Trips and visits • Enrichment clubs • Rewards events <p>Disadvantaged students will participate in peer coaching/ interventions to help motivate them to flourish so they can successfully move onto their chosen destinations.</p> |
| <p>Challenge 5 – Progress and Attainment To improve and sustain attainment and progress for all learners, especially disadvantaged pupils, narrowing the gap between disadvantaged and non-disadvantaged by the end of KS4.</p> | <p>By the end of 2025/26, we will see the attainment and progress gap narrowed.</p> <p>Staff are aware of individual needs and adapt their teaching in response to these.</p> <p>Formative assessment is embedded in practice and students receive high quality feedback that provides clear next steps.</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: £ 136,484

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>1. High Quality Professional Development (Literacy, Assessment for learning)</p> <p>CPD package that includes:</p> <ul style="list-style-type: none"> • Dedicated whole school training on how to support DS. • An extensive package of other pedagogy that includes reference to DS. • Dedicated time in departments to develop approaches to supporting DS in their context of individual curriculum areas | <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>“Raising the quality of teaching within existing schools is probably the single most effective thing we could do to promote both overall attainment and equity.” Dylan Wiliam</p> <p>EEF states that teaching practice has the highest impact on student progress.</p> <p>EEF Guidance on Pupil Premium: ‘Spending time on developing high quality teaching may include investment in professional development, training and support for early, career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.’</p> <p>Embedding Formative Assessment EEF</p> <p>“Assessment is the bridge between teaching and learning—it is only through assessment that we can find out whether what has happened in the classroom has produced the learning we intended.”</p> <p>Dylan Wiliam</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Through the implementation of a whole school literacy strategy, all students, included those who are disadvantaged, will be able to read at an age-appropriate level and will be inspired to read</p> <p>EEF guidance reports indicates that schools should prioritise disciplinary literacy across the curriculum.</p> | <p>2, 5</p> |

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

Budgeted cost: £66,415

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>1. Reading interventions</p> <p>Weaker readers will be identified on entry and provided with planned reading intervention.</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</p> <p>The Reading House EEF educationendowmentfoundation.org.uk</p> | <p>2, 5</p> |
| <p>2. Class teachers</p> <p>Wave one Strategies-class teachers will identify and address gaps in learning through formative assessment and feedback.</p> | <p>EEF Toolkit</p> <ul style="list-style-type: none"> • Individualised instruction • Additional Homework • Additional feedback • Metacognitive strategies | <p>3, 5</p> |
| <p>3. Small group</p> <p>Wave two Strategies-targeted small group interventions.</p> | <p>Student who are underperforming will be given the opportunity to participate in targeted intervention to support their l</p> <ul style="list-style-type: none"> • Small group tuition • Extended school time | <p>5</p> |

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

Budgeted cost: £ 70,071

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>1. Character Team</p> <p>Effective recruitment and deployment of additional staff into the character team with a specific focus on improving conduct.</p> | <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> | 1, 3 |
| <p>2. The Bridge</p> <p>Alternatives to suspensions through a range of behaviour interventions</p> | <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</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>EEF reviews how that although the impact may be down to other interventions as well, behaviour interventions reduce learning time lost in classrooms:</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 ● Reasonable Adjustments placemat for all vulnerable students ● Links with other schools to use external isolation ● Train staff on behaviour modification based on needs of cohort including restorative practice and zones of regulation ● Improve relationships and parental engagement with increased meetings with parents/carers to sop behaviour escalation ● Early intervention with external agencies and managed transfers | 1, 3 |

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| <p>3. Enrichment</p> <p>An enrichment programme to support students to access a range of experiences to develop cultural capital.</p> | <p>The enrichment opportunities will be interleaved through the curriculum, so students are immersed in cultural capital, thus supporting social mobility.</p> <p>Where needed, support will be given to ensure that DS are able to access all opportunities at The MFG</p> <p>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 | 4 |
| <p>4. Attendance team</p> <p>The team will support the pastoral team and engage in intensive work with families to improve attendance.</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>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> | 1 |
| <p>5. Equipment</p> <p>Planned support to purchase equipment and materials which will enable disadvantaged students to access the broad and balanced curriculum</p> <p>e.g., technology, PE kit, equipment,</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> | 1, 2, 3, 4, 5 |

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| ability to pay for school trips | | |
| <p>6. Positive Start</p> <p>Secure a positive start to the school day for disadvantaged students through continued Breakfast Club provision</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, 3</p> |

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 implemented are all research based and include 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 for the vast majority of DS pupils and significantly more opportunities to access life enriching activities.

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The strategies implemented are all research based and include

- (a) The delivery of the highest standard of Teaching to all our DS pupils
- (b) Targeted academic support
- (c) Wider Strategies that remove the barriers to access school and learning⁶³.

There continues to be a gap in progress and attainment made by disadvantaged students compared to non-disadvantage students however the gap has remained constant in comparison to last year.

| Disadvantage students | Non Disadvantage |
|---------------------------------------------------------------------------|------------------|
| 52.1% of DS cohort achieved a standard pass in English | |
| 39.6% of the DS cohort achieved a strong pass in English | |
| 31.3% achieved a strong pass in Maths | |
| 62.5% achieved a standard pass in Maths | |
| 45.8% of the DS cohort received a standard pass in both English and Maths | 69.9% |
| 25% of the DS cohort received a strong pass in English and Maths | 46.7% |

We continued with successful academic intervention programmes such as small group interventions, additional literacy and numeracy classes and online learning resources. Across all year groups, NTP funding has been used to support PP students through small group interventions in Core subjects. These sessions have been designed to support students in accessing the school curriculum offer and have been delivered by fully qualified teaching staff. We supplemented these with further catch up programmes including 1:1 tuition and small group mentoring via Think for the Futures programme.

Attendance

The MFG PP attendance strategy has driven whole school and targeted initiatives over the last 12 months. This work has been supported on a Trust level with a GHAT wide strategy providing additional capacity. A whole school focus has re-iterated that student attendance is everyone's responsibility and accountability. One of the strategies included is the development of staff capacity and refocussing of purposeful actions from all, leading to the additional time to work with our key pupils.

The focus of our teams was to ensure that students were safe with increased home visits and daily contact via telephone. W

| | |
|-----------------------------------------------|------------------------------------------|
| Disadvantage students attendance 23/24 | Non Disadvantage attendance 23/24 |
| 85.03% | 90.95% |
| Disadvantage students PA 23/24 | Non Disadvantage PA 23/24 |
| 44.61% | 25.61% |

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 |
|------------------------------|-----------------------|
| Think for the Futures Mentor | Think for the Futures |
| | |

Service pupil premium funding (optional)

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

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.