

Pupil premium strategy statement 2022 – Mayfield Grammar School.

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	1352 (1018 in Years 7-11)
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2022-25
Date this statement was published	October 2022
Date on which it will be reviewed	August 2023
Statement authorised by	E Wilson and V Green
Pupil premium lead	J Frost
Governor / Trustee lead	D Foulger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 103,743
Recovery premium funding allocation this academic year	£ 28,980
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 44,828.14
Total budget for this academic year	£ 177,114

Part A: Pupil premium strategy plan

Statement of intent

At Mayfield Grammar School, Gravesend, we aim to instil in our students a sense of belonging with every individual feeling happy and supported to achieve their best and develop their talents.

We seek to develop the academic potential of every student through excellent teaching and learning opportunities alongside personalised support.

We aim for all students to leave our school equipped with the skills and qualifications to access the next stage of their educational journey whilst developing integrity and confidence in order to make a valued and positive contribution to society and the global environment.

We recognise that, nationally, there is a gap in attainment and there may be certain psychological and social barriers to learning for our disadvantaged pupils, which will be continuously monitored and addressed in the following ways:

- Prioritising high quality teaching and learning as the key to unlocking pupil's potential
- Continuing to ensure that our Pupil Premium students have access to a challenging and ambitious curriculum, which is broad and balanced
- Taking care of the wellbeing of each pupil in our care, whilst recognising that those from disadvantaged backgrounds are more likely to suffer from low self-esteem and mental health concerns.
- Using an evidence-based approach (both in school and via the Education Endowment Foundation's tool kits) in order to diagnose the greatest challenges facing this group and identify appropriate strategies
- Monitoring, tracking and evaluating/adapting as necessary any strategy put in place
- Ensuring Pupil Premium funding is spent effectively and only for its intended purpose so that no pupil is disadvantaged due to a lack of resources or extracurricular opportunities

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality Pupil premium students typically have lower attendance than the national average and may face punctuality issues.
2	Learning There can be no substitute for high quality teaching and learning experiences. All pupils are taught by subject specialists and have access to a broad and balanced curriculum. An internal review of PP students' experiences in 2021 suggested that an increased focus on pupils' use of subject specific appropriate vocabulary in lessons would have a positive impact on pupil progress.
3	Aspiration and Wellbeing National data indicates that with deprivation comes increased risk of mental health issues and low self-esteem and therefore it will be essential to ensure that pupil premium students have access to support and that wellbeing and mental health needs are monitored. Gravesham is the 8 th most deprived area of Kent, which is a factor when considering the aspiration of our most disadvantaged pupils and their families.
4	Behaviour for learning Nationally, disadvantaged pupils are disproportionately affected by exclusions and isolations; this is not true of pupils at Mayfield Grammar School. It stands to reason therefore that support and guidance to further encourage positive behaviour for learning, including praise and rewards initiatives will hugely benefit our pupil premium students.
5	Access to resources No financial barrier should stop a disadvantaged pupil accessing the resources or cultural capital in support of the curriculum that are open to their peers. Furthermore, it should be the case that all students have access to a space in which to work outside of the classroom which is conducive to learning.
6	Parental engagement With an ever more concerning financial climate it is imperative that parents and carers continue to be reminded of the opportunity to apply for pupil premium and for those already in receipt to know how to access the support this funding allows.

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 support Pupil premium students to achieve at least 95% attendance. (The school's minimum expectation)	School attendance moves closer to 95% target and pupil premium students are at least in line with peers. Engagement with students and parents/carers to overcome any issues.
Continued use of adaptive teaching, metacognition and retrieval to ensure high quality teaching in every classroom.	Visible in learning walks and lesson observations and work scrutiny Gap narrowed in attainment between individual PP pupils and peers and high performance maintained.
Ensure proportion of disadvantaged pupils achieving 'Below Expectation' in behaviour for learning grades and below their target grade for attainment during each Academic Review and their external examinations is the same or better than peers	Analysis of ARs shows narrowing/no gap between all disadvantaged students and their peers and support in place if the need arises
Ensure proportion of disadvantaged pupils who are 'Excellent' for effort and above their target grade for attainment in Academic Reviews and their external examinations is the same or better than peers.	Analysis of ARs shows narrowing/no gap between disadvantaged and peers.
Raise aspiration and self-esteem in our disadvantaged pupils in order that they believe in their own potential and know how to achieve it.	Pupil voice at key points reveals increasing levels of self-belief and aspiration in terms of next stage of school career or beyond.
Pupil premium students receive behaviour and achievement points in line or better than peers. who are often disproportionately represented here.	Analysis on a termly basis reveals PP students in line with peers (or are receiving fewer) and achieving the same number or greater of achievement points.
Continue to ensure that all students have the resources they need to achieve their potential and have access to wider opportunities to increase cultural capital.	Visible and effective spending from PP budget evidence wider opportunities and core resources having been purchased. PP students automatically signed up onto Mayfield challenge, PGL and other day trips with the chance to opt out.
Ensure high levels of parental engagement	Follow up plan following commutations. 100% attendance for Pupil Premium students for Parents' Evenings and at relevant information events when face to face.

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: £10, 968

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost (Internal Use Only)
Bespoke interventions at department level, including the sharing of good practice relevant to disadvantaged pupils.	https://eef.li/pupil-premium/ To continue to develop high quality teaching, based on knowledge of our pupils and what works in Individual subjects	2 3 4	Included in Premium Recovery Fund.
Use of VESPA, Learning to Learn, enrichment and preparation to support active learning strategies across the curriculum within lessons to improve metacognition and self-regulation.	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Very high impact	2 3 4	£0
Recruit part time staff member to act as disadvantaged and vulnerable student consultant, conducting pupil voice interviews with all disadvantaged students and reporting to Pupil Premium lead as appropriate. Adaptation of strategy where necessary.	Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net) Cites recruitment and retention as valuable means to improve teaching and learning.	2 3 4 5	£10, 968
CPD via National college, T and L team, SENCO and pastoral team to equip staff with strategies to support disadvantaged students.	Pupil Premium menu evidence brief.pdf.pdf (d2tic4wvo1iusb.cloudfront.net) Supports high quality teaching.	2 4	£0

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

Budgeted cost: £ 40, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost (Internal Use Only)
Identification of those requiring targeted support, both in lessons and outside where appropriate. Tracking of the impact of support to occur via academic review data and department subject tracking sheets.	National Tutoring Programme: guidance for schools, 2022 to 2023 - GOV.UK (www.gov.uk) Targeted Support takes place during all lessons. Tracking of the students receiving targeted support occurs during each academic review. During the Academic Review process, student progress within each subject is tracked for each subject, and additional support may be given. Targeted support may also be provided by teaching staff to students at lunchtimes, after school and/or on Saturdays throughout the course of the academic year.	2 3 4 5	<i>School-Led Tutoring:</i> <i>Approx. £14,000</i> <i>(Not included in this budget)</i> Premium Recovery Fund: £28,980
English department to identify pupils in need of literacy support, provided by a member of staff recruited for this specific purpose. Ensure that pupil premium students are being provided this support.	Pupil premium: overview - GOV.UK (www.gov.uk) As mentioned above, the biggest limiting factor in a child's education is literacy.	2 4	Learning Support: Approx. £40,000
One to one tuition	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) High impact for moderate cost	2 4	Included in Premium Recovery Fund.
Use of peer mentors to increase confidence in specific areas of concern.	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Both mentoring and peer tutoring are rated with high impact.	2 3 4	£0

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

Budgeted cost: £ 98,892.85

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost (Internal Use Only)
Initiate breakfast club – free to PP pupils. Regularly remind families of this provision to increase uptake.	https://eef.li/pupil-premium/ Benefits access to good nutrition supports pupils being ready to learn. Encouragement to get to school on time.	1 3 4	£55,892.85
Monitoring of attendance to ensure PP students are in line with or better than cohort. Praise emails/achievement points for high/improving attendance and early intervention for concerns.	Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk) Small improvements in attendance amount to big impacts on outcomes.	1 4	£0
Plan and run a Summer School, ensuring Y6 PP pupils have been identified. Summer School to support literacy, numeracy and social skills.	Summer schools EEF (educationendowmentfoundation.org.uk) Moderate impact for moderate cost	All	£ 30,000
Ensure disadvantaged pupils are aware of and take advantage of extracurricular events/activities on offer with regular contact.	Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net) Referenced on the wider strategy approach.	3 5	£ 5, 000
Termly analysis of behaviour incidents and achievement points via EduLink/SiMs to ensure disadvantaged pupils are in line with peers or better	Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net) Supporting pupil wellbeing and behavioural needs.	3 4	£0
Curriculum and pastoral leaders to ensure learning resources and wellbeing provision are available for disadvantaged pupils as appropriate.	Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net) Referenced on the wider strategy approach.	All	£ 8,000
Termly contact made with parents/carers to ensure those eligible for funding apply.	Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)		£0

	With cost of living crisis we anticipate an increasing number of families may be able to benefit from this funding.		
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Total budgeted cost: £138 903.81 + £28 980 = £167 883.81 (Contingency fund: £9 230.19)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2021-22 Academic Year, the attainment and progress of the Pupil Premium cohort was at least in line with their peers. Where individual Pupil Premium students achieved an attainment score below their peers, the new strategy, outlined in Part A, will look to target these students and raise their attainment further.

During the GCSE 2022 series of examinations, the vast majority of our PP students achieved a higher Attainment 8 and Progress 8 score than their peers. Where individual students did not meet their targets, performances have been reviewed within departments and targeted support implemented from September 2022.

For the A Level 2022 series of examinations, our Free School Meal students achieved an average grade that was in line with their peers. The strategies outlined in Part A will ensure this is maintained moving forward.

These intended outcomes met the aims of our previous Pupil Premium strategy successfully, and we maintain that FSM students achieve very high grades at both GCSE and A Level. We have evaluated the performance of all students who sat public examinations and have outlined a new strategy which aims to maintain this success, with close monitoring throughout the year.

During 2021/2022 pupil premium funding was used in the following ways:

- Learning resources
- Technology Hardware and software
- Uniform
- Private tutoring
- Targeted literacy support
- Wellbeing initiatives such as counselling
- Pupil premium external reviews
- Extracurricular activities and trips

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
PP tutoring (Maths and English)	MyTutor
Sixth Form A Level Tutoring (10 students)	MyTutor

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i>
How our service pupil premium allocation was spent last academic year
N/A for 2021/2022
The impact of that spending on service pupil premium eligible pupils
N/A for 2021/2022

Further information (optional)

We remain aware that the effects of COVID may continue to impact student learning and life experiences in the months and years to come. We are alert to this and will reference where relevant during monitoring and evaluation during the year.