

Pupil Premium Strategy Statement 2023-24 Mayfield Grammar School, Gravesend.

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	1 392
Proportion (%) of pupil premium eligible pupils	11% (124)
Academic year/years that our current pupil premium strategy plan covers	2022-25
Date this statement was published	December 2023
Date on which it will be reviewed	August 2024
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	£128, 340
Recovery premium funding allocation this academic year	£34 224
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£162 564

Part A: Pupil premium strategy plan

Statement of intent

At Mayfield Grammar School, 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. A continuous programme of staff development ensures that quality first teaching is at the forefront at Mayfield.
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 Free School Meals 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 97% 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 Teaching for All, 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 Pupil Premium students in line with peers (or are receiving fewer) and achieving the same or greater number 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 Pupil Premium budget evidence wider opportunities and core resources having been purchased. FSM students automatically signed up onto The Mayfield Challenge and all curriculum-based day trips. Pupil Premium students encouraged to sign up with financial support offered.
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: £0

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 Teaching for All strategies, based on knowledge of our pupils and what works in Individual subjects.	2 3 4	Included in Premium Recovery Fund.
Use of student voice to develop Pupil Passports to identify strength and barriers to learning.	https://eef.li/pupil-premium/	2 3 4	£0
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
Access to high quality CPD for all staff to equip them with the resources and strategies to support disadvantaged students.	Pupil Premium menu evidence brief.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: £ 77 224 (£43 000 from PPG)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost (Internal Use Only)
<p>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.</p> <p>Continued use of JCP as PP consultant (pupil voice)</p> <p>Saturday targeted support sessions delivered by subject specialists</p> <p>Easter revision session delivered by subject specialists.</p> <p>KCS use in T6 to support KS3 (floating TA role)</p>	<p>National Tutoring Programme: guidance for schools, 2022 to 2023 - GOV.UK (www.gov.uk)</p> <p>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.</p> <p>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.</p>	2 3 4 5	<p><i>School-Led Tutoring:</i></p> <p><i>Approx.</i> <i>(Not included in this budget)</i></p> <p>Premium Recovery Fund: £34 224</p>
<p>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.</p>	<p>Pupil premium: overview - GOV.UK (www.gov.uk)</p> <p>As mentioned above, the biggest limiting factor in a child's education is literacy.</p>	2 4	<p>Learning Support:</p> <p>£40,000</p>
<p>One to one tuition with external providers.</p>	<p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	2 4	<p>Included in Premium Recovery Fund.</p>

Support for pupils unable to attend school	High impact for moderate cost		£3000
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: £ 78 000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost (Internal Use Only)
Continue to run Breakfast Club – free to pupils in receipt of Free School Meals. 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	£8000
Monitoring of attendance to ensure Pupil Premium 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
Support students with school essentials (uniform, stationery, technology, transport where appropriate)	Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net) Referenced on the wider strategy	3 4 5	£12 000
Plan and run a Summer School, ensuring Y6 Pupil Premium 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	Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)	3 5	£10 000 (trips) £9 000 (Music lessons)

extracurricular events/activities on offer with regular contact.	Referenced on the wider strategy approach.		
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	£5 000 (resources) £2 000 (counselling) £2 000 (incentives e.g. book tokens)
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) With cost of living crisis we anticipate an increasing number of families may be able to benefit from this funding.		£0

Total budgeted cost: £119 000. Contingency: £7 340. Premium Recovery Fund £34 224

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Summer Examinations 2023

The school's GCSE Pupil Premium cohort for the 2023 Summer Examination Series achieved a higher Attainment 8 score than their peers. The achievements of our Pupil Premium students does not follow the National picture of a large attainment gap between PP and non-PP students. The Pupil Premium students exceeded the National average level of progress in 16 subjects. 76% of PP students gained a positive Value-added score.

Overall, the Progress 8 score for this cohort was convincingly positive.

GCSE Progress 8: +0.35
PP: +0.22
GCSE Attainment 8: 64.28
PP: 64.38

Evaluation of Progress towards intended outcomes (Year 1 of 3)

Intended Outcome	Progress – August 2023
To support Pupil Premium students to achieve at least 97% attendance. (The school's minimum expectation)	93.7 (Non PP) 91.8 (PP) 88.6% National picture for FSM eligible pupils in 2022/2023.
Continued use of adaptive teaching, metacognition and retrieval to ensure high quality teaching in every classroom.	Mayfield Grammar School's focus on Teaching For All has had a positive impact on our disadvantaged pupils. Regular observations, work scrutiny and sharing of good practice promote this agenda. Furthermore, Pupil Passports were introduced to give pupils a voice in terms of what helps them learn and what is a barrier to learning. Literacy support was also provided by staff and a report produced as to the impact of these interventions.
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 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.	Key Stage 4 pupils achieved better than peers in summer examinations and received a comparable number of 'Excellent' behaviour for learning grades and 'Below expectation'.
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 Premium students have been prioritised for careers meetings and their Pupil Passports have a section 'when I leave school' to get them thinking about their next steps and what needs to happen for them to get there. Staff are also therefore aware if a pupil has referenced a career path which involves their subject. Peer mentoring has been offered to all Pupil Premium students via email. 8 pupils took up this offer. We will continue to promote this in 2023/2024. Any Pupil Premium student requiring counselling was provided with this and £1 715 was spent on our Pupil Premium students (£13 965 in total) Pupil 1:1 interviews were undertaken to help us understand how pupils learn best and what the potential barriers to learning might be for them.

<p>Pupil Premium students receive behaviour and achievement points in line or better than peers. who are often disproportionately represented here.</p>	<p>In 2022/2023 disadvantaged students received slightly more behaviour points and slightly fewer achievement points compared to their peers. This did even out slightly as the year progressed and could be as staff gained increasing awareness of issues such as space at home to complete homework. This was as a direct result of interviews undertaken during the year.</p> <p>Average termly behaviour points 14 (PP) vs 10.6 rest of cohort Average achievement points 49.1 vs 57.8</p> <p>In 2022/2023 this information was passed to Learning Leaders to support them in drilling down further to individual cases. This will require closer monitoring and intervention in 2023/2024.</p>
<p>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.</p>	<p>£45,543.54 was spent on learning resources, enrichment, uniform and breakfast club representing approximately 50% of the total budget received. This includes:</p> <p>£11,000 on breakfast club £12,182 on technology, uniform and stationery essentials, £9, 975 on Fully funded Music lessons, instrument hire and learning resources. £8,646 on trips and extracurricular enrichment.</p> <p>Requests for uniform items are expected to grow as families struggle as well as for school shoes.</p> <p>FSM6 pupils will not be automatically invited for free onto curriculum-based trips from 2023 and closer attention will be paid to fully funded Music lessons to ensure that pupils are only permitted one set.</p>
<p>Ensure high levels of parental engagement</p>	<p>Termly encouragement was given to apply via emails and newsletters and regular reminders about breakfast club and resources provision was also sent.</p> <p>Further work will be required in 2023/2024 to increase parental engagement and a MS form will be sent to gather feedback and invite for a phone call is desired.</p>

Adapted priorities for 2023/2024:

- Continue all elements of the 2022/2023 strategy (Year 2 of 3).
- Review Music lessons and school trip entitlement to ensure we are within budget and fair to all pupils
- Increase allocation for uniform in budget
- Ensure quick intervention where Pupil Premium students gain more behaviour points than peers and ensure they do not fall behind in terms of achievement points, seeking further indicatives for praise

- Increase parental engagement with a MS form about support received and invite for a telephone conversation.

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
Lower School Pupil Premium tutoring (Maths, English and Science)	MyTutor
Upper School Pupil Premium tutoring	

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

N/A for 2022/2023

The impact of that spending on service pupil premium eligible pupils

N/A for 2022/2023

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.