

Pupil Premium Strategy Statement 2024-2025 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	1 060 (in 7-11)
Proportion (%) of pupil premium eligible pupils	151 (14%)
Academic year/years that our current pupil premium strategy plan covers	2022-25
Date this statement was published	December 2024
Date on which it will be reviewed	August 2025
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	£131 250
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>)	£0
Total budget for this academic year	£131 250

Part A: Pupil premium strategy plan

Statement of intent

At Mayfield Grammar School, we aim to instill 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 a 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 communications. 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: £1 500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost (Internal Use Only)
Bespoke interventions at curriculum level, including the sharing of good practice relevant to disadvantaged pupils. Shorter term, more measurable targets within lessons to prevent students from falling behind	https://eef.li/pupil-premium/ To continue to develop Teaching for All strategies and further develop Universal Design for Learning approach, based on knowledge of our pupils and what works in Individual subjects. Targeted learning walks and work scrutinies to ensure a laser sharp focus on pupils of concern.	2 3 4	£0
Use of student voice to develop Pupil Passports to identify strengths 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 for very low cost	2 3 4	£0
Access to high quality CPD for all staff to equip them with the	Pupil Premium menu evidence brief.pdf.pdf (d2tic4wvo1iusb.cloudfront.net)	2 4	£1500

resources and strategies to support disadvantaged students.	Supports high quality teaching.		
---	---------------------------------	--	--

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

Budgeted cost: £63 000

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>Staff to support pupil passport production</p> <p>External speakers/workshop providers</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>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	£20 000
English department to identify pupils in need of literacy support, provided by a	Pupil premium: overview - GOV.UK (www.gov.uk)	2 4	£40,000

member of staff recruited for this specific purpose. Ensure that pupil premium students are being provided this support.	As mentioned above, the biggest limiting factor in a child's education is literacy.		
One to one tuition with external providers. Support for pupils unable to attend school	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) High impact for moderate cost	2 4	£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: £ 65 000

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	£12 000
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 (d2tic4wvo1iusb.cloudfront.net) Referenced on the wider strategy	3 4 5	£10 000

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	£ 10,000
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. Improve tracking of extra curricular uptake to ensure all students gain enhanced cultural capital.	3 5	£12 000 (trips) £9 000 (Music lessons)
Ensure Pupil Premium students are represented in Leadership roles across the school.	Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net) Track Leadership roles and respond if necessary where uptake/selection is low for PP students.	3 5	£0
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	£7 000 (resources) £3 000 (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: £130 000. (+£1, 250 contingency)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summer Examinations 2024

The school's GCSE Pupil Premium cohort for the 2024 Summer Examination Series achieved comparable Attainment and Progress scores in relation to their peers. The achievement of our Pupil Premium students does not follow the National picture of a large attainment gap between PP and non-PP students.

GCSE Progress 8:	+0.48
PP:	+0.4 (National: -0.57)
GCSE Attainment 8:	66.42
PP:	65.16

Evaluation of Progress towards intended outcomes (Year 2 of 3)

Intended Outcome	Progress – August 2024
To support Pupil Premium students to achieve at least 97% attendance. (The school's minimum expectation)	94.9% (Non PP) 94% (PP) 88.9% National picture for FSM eligible pupils in 2023/2024. For Mayfield Grammar this represents an increase of 2.2% in terms of attendance of our Pupil Premium students, which is encouraging.
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. Universal Design for Learning principles are increasingly being embedded in whole school practice leading to favourable outcomes for this group. Literacy support both individually and in small groups continues and reports produced three times per year evidence their positive impact.
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	Mayfield pupils of all Key Stages received a comparable number of 'Excellent' behaviour for learning grades and 'Below expectation'. This continues to be evaluated following each data drop and timely interventions put in place (i.e. using targeted support both in and outside of

<p>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.</p>	<p>lessons.) A small number of Pupil Premium students have Pastoral Support Plans, ensuring regular review and adaptation of strategies. Whilst the overall picture is positive, it is recognised that a closer focus on individuals in receipt of the Pupil Premium fund who are not performing in line with their peers is required at department level and the third year of the current strategy has incorporated this.</p>
<p>Raise aspiration and self-esteem in our disadvantaged pupils in order that they believe in their own potential and know how to achieve it.</p>	<p>Pupil Premium students have been prioritised for careers meetings and their Pupil Premium 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 therefore aware if a pupil has referenced a career path which involves their subject. Peer mentoring is offered to all Pupil Premium students. 13 students accessed this in 2023/2024 (up from 8 in 2022/2023) 103 counselling sessions were provided for Pupil Premium students and fully funded. Fully funded curriculum-based trips also support the raising of aspirations and enhance cultural capital, which was confirmed by pupil voice work conducted throughout the year.</p>
<p>Pupil Premium students receive behaviour and achievement points in line or better than peers. who are often disproportionately represented here.</p>	<p>In 2023/2024 disadvantaged students received a comparable amount of behaviour points in comparison to their peers, which represents an improvement from the previous year, where a small gap had appeared. In 2024/2025 a sharper focus will be required to home in on any individual who does not align with this overall picture. Pupil Premium pupils achieved slightly more achievement points over the course of the academic year.</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>£36, 782.54 was spent on learning resources, enrichment, uniform and breakfast club. This includes: £11,000 on breakfast club £3,338 on technology, uniform and stationery essentials, £11,136 on Fully funded Music lessons, instrument hire and learning resources. £4,800 on trips and extracurricular enrichment. Requests for uniform items are expected to grow as families struggle as well as for school shoes.</p>
<p>Ensure high levels of parental engagement</p>	<p>Attendance to parents' evenings and engagement in open events is high. In 2023/2024, Pupil Premium parents/carers were invited to take part in a telephone call to gather parental views on the provision offered at Mayfield. 5 parents took part and the feedback was overwhelmingly positive, in particular regarding the school's commitment to fully funded</p>

	Music lessons and curriculum-based trip funding to ensure no pupil is excluded from these opportunities.
--	--

Adapted priorities for 2024/2025:

- Ensure closer monitoring of individual departments/pupils where outcomes are not in line with peers, using shorter term targets for greater impact.