

Pupil Premium Strategy Statement 2025-2028 (Year 1 of 3)

Mayfield Grammar School, Gravesend.

This statement details our school's use of pupil 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	1073 (in 7-11)
Proportion (%) of pupil premium eligible pupils	136 (13%)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	August 2026
Statement authorised by	E Wilson
Pupil Premium lead	J Frost
Governor / Trustee lead	D Holton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164 475
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£164 475

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 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 Whilst the attendance of pupil premium students is generally in line with peers, the challenges for some to attend regularly and be punctual can be exacerbated by socio-economic circumstances and so the 2025-2028 strategy will seek to address this.
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. This strategy seeks to ensure this remains the case.
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 wellbeing support when needed. Furthermore, pupils from disadvantaged backgrounds can sometimes lack confidence in putting themselves forward for leadership roles. We have a moral obligation to ensure this group develop self-belief and leadership skills in line with their peers.
4	Behaviour for learning Nationally, disadvantaged pupils are disproportionately affected by exclusions and isolations; this is not true of pupils at Mayfield Grammar School. However, we understand that behaviour must be closely tracked for this group and furthermore that they receive the same amount of praise and recognition as their peers. Where this is not the case, we must be quick to diagnose and deal with the issue.
5	Access to resources and cultural capital 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.
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. We will also seek to encourage our parents and carers to take part in parent voice activities which will provide us with vital feedback about what is working well and where we can further improve our offer.
7	Disadvantaged pupils who are not eligible for Free School Meals There is a moral duty to ensure that all disadvantaged pupils have an equitable experience during these important years. This includes students with SEND, those with social workers and Young Carers, for example.

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. Working closely with families, key staff and external agencies where appropriate to address concerns and overcome barriers to attendance.
Inclusive teaching methods adopted by all staff, including metacognitive strategies to ensure high quality teaching and learning in every classroom.	Visible in learning walks, lesson observations and work scrutiny Gap narrowed in attainment between individual Pupil Premium pupils of concern and their peers and high performance maintained for the rest of this group.
Continue to 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 no gap between Pupil Premium students and their peers and support in place for specific individuals who require it in order to reach their potential.
Continue to 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 no gap between Pupil Premium students and their peers 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. Analysis of leadership roles taken on by Pupil Premium students and action taken to address any imbalance.
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 and equipment they need to achieve their potential and have access to wider opportunities to increase cultural capital.	Visible and effective spending from Pupil Premium budget evidenced in wider opportunities, such as funded Music lessons, curriculum-based trips and other enrichment opportunities. Access to key curriculum resources as well as uniform and other essential equipment
Monitor the progress and outcomes of other vulnerable groups as well as make use of Pupil Premium funding to ensure that they benefit from the same opportunities as their peers	Positive pupil voice and Pupil Premium funding used to support interventions and initiatives.
Ensure high levels of parental engagement	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: £4 825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke interventions at curriculum level, including the sharing of good practice relevant to disadvantaged pupils.	https://eef.li/pupil-premium/ To continue to develop inclusive teaching strategies and further develop Universal Design for Learning approach, based on knowledge of our pupils and what works in individual subjects.	2 3 4
Shorter term, more measurable targets within lessons to prevent students from falling behind. Trial a more widespread use of sticker sheets to make targets for progress more visible.	Targeted learning walks and work scrutinies ensure a laser sharp focus on pupils of concern.	
Ensure the profile of any Pupil Premium student falling behind their peers remains high through regular tracking and discussion within curriculum and pastoral teams.	Clear actions plans (curriculum and/or pastoral support plans in place.	
Use of ProvisionMap to track the progress of disadvantaged pupils and collect and disseminate key information to staff	https://eef.li/pupil-premium/	2 3 4
Use of student voice to develop Pupil Passports to identify strengths and barriers to learning to support 'poverty proofing' the school day and ensure these student feel seen and heard.	Not only do pupils feel valued when their voice is heard, but understanding pupils lived experiences undoubtedly helps to remove barriers to learning.	
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

Access to high quality CPD for all staff to equip them with the resources and strategies to support disadvantaged students. Pupil premium to be used to partially fund subscriptions to CPD	Pupil_Premium_menu_evidence_brief.pdf.pdf (d2tic4wvo1iusb.cloudfront.net) Supports high quality teaching.	2 4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £85 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	https://eef.li/pupil-premium/ Evidence reveals positive impact of targeted interventions	2 3 4 5
Staff to support pupil voice work		
Saturday targeted support sessions delivered by subject specialists		
Easter revision sessions delivered by subject specialists.		
Ensure high quality teaching from subject specialists in Maths and English and that disadvantaged students are being provided with appropriate support where the need is identified.	Pupil premium: overview - GOV.UK (www.gov.uk) As mentioned above, the biggest limiting factor in a child's education is literacy.	2 4
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

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

Budgeted cost: £ 70 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to run Breakfast Club – free to pupils in receipt of Free School Meals. Regularly remind families of this provision to increase uptake.	<p>https://eef.li/pupil-premium/</p> <p>Benefits access to good nutrition supports pupils being ready to learn.</p> <p>Encouragement to get to school on time.</p>	1 3 4
Forensic analysis of attendance of vulnerable groups. Plan for inclusion of a Family Liaison Officer or Assistant Attendance Officer to support attendance concerns by building positive relationships with families, offering home visits and providing emotional support (Planning in Year 1 of strategy)	<p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Small improvements in attendance amount to big impacts on outcomes.</p>	1 4
Support students with school essentials (uniform, stationery, technology, transport where appropriate)	<p>Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Referenced on the wider strategy</p>	3 4 5
Plan and run a Summer School, ensuring Y6 Pupil Premium pupils have been identified. Summer School to support literacy, numeracy and social skills.	<p>Summer schools EEF (educationendowmentfoundation.org.uk)</p> <p>Moderate impact for moderate cost</p>	All
Ensure disadvantaged pupils are aware of and take advantage of extracurricular events/activities on offer with regular contact.	<p>Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Referenced on the wider strategy approach.</p> <p>Improve tracking of extra curricular uptake to ensure all students gain enhanced cultural capital.</p>	3 5
Ensure Pupil Premium students are represented in Leadership roles across the school.	<p>Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	3 5

	Track Leadership roles and respond if necessary where uptake/selection is low for PP students.	
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
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
Young carer termly lunches and twice yearly enrichment activity to support wellbeing of this group.	Using pupil premium: guidance for school leaders 	1 3 5
SEND support – interventions and support packages	Using pupil premium: guidance for school leaders	All
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.	6

Total budgeted cost: £159 825 (Contingency: £4 650)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summer Examinations 2025

The school's GCSE Pupil Premium cohort for the 2025 Summer Examination Series outperformed their peers in both Attainment 8 and Points Towards Target grades.

GCSE PTT: PP: -0.8, Non PP: -1.1

GCSE Attainment 8: PP: 65.39, Non PP: 64.76

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

Intended Outcome	Comment – August 2025 (End of current strategy)
To support Pupil Premium students to achieve at least 97% attendance. (The school's minimum expectation)	Pupil Premium attendance was at 92.2% in the academic year 2024/2025 compared with 94.4% for non-Pupil Premium. Whilst not a stark difference this included a small number of persistent absentees and so the new strategy will seek to address individual concerns and provide support where necessary.
Continued use of adaptive teaching, metacognition and retrieval to ensure high quality teaching in every classroom.	A programme of continuous CPD ensured that staff were able to deliver high quality teaching in lessons. This was coupled with bespoke metacognitive approaches such as 'Learning to Learn' and 'Preparation' sessions, ensuring that students had the tools they needed to succeed.
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.	Pupil Premium students received fewer Below Expectation grades than their peers across all year groups. It is also true, however, that Pupil Premium students received fewer Excellent grades and so work will continue to raise aspiration and ensure that this group is supported to reach their potential.
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 were prioritised for meetings with our Careers Lead and each had a meeting to discuss strengths, barriers to learning and aspirations for the future, ensuring this group felt valued in the community.

<p>Pupil Premium students receive behaviour and achievement points in line or better than peers. who are often disproportionately represented here.</p>	<p>Pupil Premium students received fewer behaviour points than their peers in 2024/2025. However, they also received fewer achievement points. This is an area to take forward to the new 3 year strategy.</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>£46 112 of the budget was committed to enrichment opportunities such as educational trips and funded Music lessons.</p>
<p>Ensure high levels of parental engagement</p>	<p>Attendance to parents' evenings and other key events was high for this group, bucking a national trend. Parent voice opportunities will be a key feature of the new strategy.</p>