

Mayfield Grammar School, Gravesend: Pupil Premium Statement 2018-2019

Mayfield Grammar School, Gravesend has the explicit aim of trying to ensure that all students are able to reach their full potential. The school recognises that nationally there is an attainment gap between disadvantaged students and their peers. The Pupil Premium funding is intended to minimise the impact of this by providing extra support in school to help ensure that those disadvantaged students achieve their potential.

The Pupil Premium budget at the academy is used to benefit learning and well-being in order to improve progress for a range of students. It is to support outcomes for these students by helping to narrow the attainment gap that exists between students from disadvantaged and more affluent backgrounds. The school recognises that we are accountable for how we use the additional funding to support students from low-income families and other target groups.

Pupil Premium is received by the school in order to raise the achievement of three student subgroups in years 7-11:

- Those in receipt of Free School Meals (FSM) or have received these in the last 6 years (FSM Ever6)
- Students who have a parent in the armed forces
- Disadvantaged Students who are looked after by carers under a local authority (CLA)

The primary use of funding is to raise attainment for these students identified as coming from a disadvantaged background. We will however support the students academically, socially and emotionally, to ensure they have a positive experience of school and can optimise opportunities to develop and succeed. Whilst we believe that the emphasis has to be on improving literacy and numeracy knowledge and skills we also believe no one intervention can provide the answer to accelerating progress and it is the combination of support available which benefits the students. At Mayfield Grammar School, Gravesend we employ a range of support mechanisms and interventions aimed at ensuring the success of all students as well as the promotion of their overall well-being.

The school has used a variety of interventions to support student welfare, including but not limited to all of the following:

- Additional study support outside the classroom
- Additional support inside the classroom, for example, targeted questioning and student leadership opportunities during group work etc.
- Pastoral guidance by senior staff
- Additional staff and additional specialist staff
- Curriculum related trips
- Out of hours activities
- Provision of extra and specialist resources or materials
- Support from external specialist services
- Targeted literacy support
- Targeted numeracy support
- Targeted language support
- The use of specialist technology where needed

Examples of specific support 2018/19:

Literacy: support has continued to be provided by a Literacy Support Teacher since 2011.

Maths: support was introduced with a Maths Support Teacher, whose work was coordinated by the Faculty Leader for Maths.

The support teachers outlined above are for the benefit of all students, but the Faculty Leaders and Learning Leaders liaise regularly, along with the AHT responsible for the Pupil Premium Budget to ensure support is targeted towards the disadvantaged students when needed. This need is identified through the regular Academic Reviews throughout the year. The expenditure with regard to this is calculated on the basis of the support actually given to these specific students. The support was provided either individually or as small groups within lessons or through tutorials. Support was targeted in 6-week blocks, at the end of which progress was reviewed and next steps taken as appropriate.

In addition, we also identify opportunities within the curriculum and extra-curricular activities in our planned use of the Pupil Premium to ensure that students in receipt of this fund are well supported. For example: Music tuition, equipment for academic courses and trips. Finally, we have also assisted a disadvantaged student who required further basic needs in terms of food and clothing, beyond the basic FSM provision.

All students who qualify for Free School Meals or have received Free School Meals in the past six years have access to this support if appropriate.

An element of the pupil premium grant is also used to ensure equality of opportunity for all our FSM students and those pupils whose parents are in the armed services, which is co-ordinated by Mrs Campbell-Dunlop, Assistant Headteacher.

Pupil Premium Student Numbers and Funding

	2016-17	2017-18	2018-19	2019-2020 (Sep 2019)
Pupil Premium	99	100	112	125
FSM	32	32	37	42
FSM 6	67	68	67	75
CLA	2	1	2	2
Eligible Armed Forces students	1	1	6	0
Total PP Income	£59,840	£67,099.59	£78,603.75	tbc

Measuring the impact of Pupil Premium grant expenditure in previous years

2017-18 – The strategies outlined in the report for 2017-18 were generally successful for most individuals. Profiles were kept for each student in order to ensure an individualised monitoring. Faculty Leaders and Subject Teachers were encouraged further to apply for assistance for their students and were given training to ensure they had a greater awareness of ways in which they could support them in a variety of ways. Encouraging parents/carers to access Pupil Premium had been a challenge and strategies to improve this were developed and the plan was to continue this for 2018-19. Improvements in the results achieved by our disadvantaged pupils meant that we had a higher Attainment 8 in this category, demonstrating improvements to our disadvantaged pupil provision.

2016/17 – The progress of Pupil Premium students is closely monitored and tracked. Student progress is reviewed termly and appropriate intervention put in place.

2015/16 – The progress of all students who receive support via the Literacy Support Teacher was monitored and reported to Governors, Senior Leadership Team, the English Faculty and the AEN Co-ordinator. Further monitoring across all curriculum subjects was undertaken by the relevant Learning Leader and AEN Co-ordinator using the termly progress checks which were reported home to parents via Go4schools. Following progress checks, reviews of all students took place between the relevant.

Learning Leader and Assistant Headteacher and further intervention was put in place if required. Additional monitoring points included academic tutoring and progress against milestone assessments.

2013/14 and 2014/15 – The progress of all students receiving support via the Literacy Support Teacher was monitored and reported to the Leadership Team, the English Faculty and the AEN Co-ordinator. Further monitoring across all curriculum subjects took place by the relevant Learning Leader and AEN Coordinator using the termly progress checks which were reported home to parents via their go4schools account. Following progress checks reviews of all students took place between the relevant Learning Leader and Assistant Headteacher and further interventions were put in place if required. Additional monitoring points included academic tutoring and progress against milestone assessments.

The impact of the Pupil Premium Funding for academic year 2018/19

The strategies outlined in the report for 2018-19 were generally successful for most individuals. Profiles continued to be kept for each student in order to ensure an individualised monitoring. Faculty Leaders and Subject Teachers were further encouraged further to apply for assistance for their students and were reminded regularly by staff involved in assisting the requisition of resources. Encouraging parents/carers to access Pupil Premium had been a challenge and strategies to improve this were developed in 2018-17. These strategies were continued throughout 2018-19. In terms of the GCSE results the FSM students achieved above their peers in both Progress and Attainment 8. FSM 6 students achieved lower in terms of Progress 8 and marginally lower in terms of Attainment 8. In terms of A Level, both FSM and FSM 6 students achieved above their peers statistically, though their actual grade average was in reality equivalent to their peers.

In analysing the data of our vulnerable groups, it must be stated that the statistics obtained may be largely incomparable each year. However, we must respond to the significant demands of ensuring that our disadvantaged pupils are accessing the curriculum and achieving academic excellence in-line with their peers.

The following tables show that results for all vulnerable groups have improved from 2017 at the A* boundary. This follows the overall trend seen at GCSE in the reformed subjects. All other percentage boundaries show that results have largely remained in-line with that of 2016 and 2017. It is very difficult to compare the vulnerable groups at A Level because the student profiles and chosen subjects can differ entirely. However, it is important to note here that the FSM6 group has significantly underperformed when compared to last year. We must ensure that these students are targeted with specific classroom intervention in all lessons and Subject Leaders must include these students in each Academic Review to track their progress.

Relevant Tables of Explanation

Budget expenditure 2018-19:

Total Income Received: £78,603.75

Expenditure 2018-19

Catering	380.00
Learning Resources	546.44
Trips & Opportunities	2,709.50
Music Lessons	719.00
Learning Support	45,117.00
Total	£49,471.94

GCSE

	FSM	FSM 6	LAC
Cohort (Yr11 = 141)	6	9	1
Progress 8	0.73	-0.16	-1.02
Peer Comparison	0.41	0.46	
Attainment 8	66.0	61.5	64.0
Peer Comparison	65.7	66.02	

A Level

	FSM	FSM 6
Cohort (Year13 = 138)	4	6
All Qual VA	-0.14	-0.36
Peer Comparison	-0.51	-0.5
Grade Average	C	C
Peer Comparison	C	C