

Pupil Premium Strategy Statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
Mayfield Grammar School, Gravesend	
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2020-2022
Date this statement was published	October 2021
Date on which it will be reviewed	February 2022
Statement authorised by Elaine Wilson (Headteacher) & Val Green (Chair of Governors)	
Pupil premium lead: Jo Campbell-Dunlop (Assistant Headteacher)	
Governor / Trustee lead: Dawn Foulger	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 93,112.50
Recovery premium funding allocation this academic year	£ 14,138.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 31,762.00
Total budget for this academic year	£139,012.50

Statement of Intent

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.

Challenges – Barriers to Learning

Challenge number	Detail of challenge
1	Quality of teaching and learning
2	Low aspiration and self esteem
3	Access to resources which support learning
4	Access to enrichment opportunities, such as extra-curricular and trips
5	Attendance and punctuality
6	Parental engagement

7	Covid - Impact of time spent away from face-to-face teaching and support
8	Covid - Access to technology and/or connectivity to enable remote learning

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.

Challenge No:	Intended outcome	Success criteria
1	<p>Focus on high quality teaching, rather than relying on interventions to compensate. Interventions are an additional factor. This will include ensuring teaching staff are well trained in understanding the barriers encountered by Pupil Premium students and strategies to counter them. Included will also be to continue specific intervention in numeracy and literacy.</p> <p>Increased ability to track the impact of this will be provided through the use of Provision Map, which is a new development for MGSG.</p> <p>Covid recovery is an important factor here also, as the quality of teaching may have been impacted, by both the teachers' varying skills in providing remote resources and lessons, and students' varying access to it at times. While there was substantial training provided for teaching staff and all engaged with the requirements of remote teaching, it was a particular challenge for some. The aim will be to continue the support both for staff and students regarding this.</p> <p>All curriculum leaders and teaching staff will be monitoring and assessing gaps in learning and seeking to fill and close them. Within this they will be paying particular attention to all vulnerable students, including Pupil Premium.</p> <p>While Pupil Premium students have been keeping pace with their peers in all year groups, both in terms of Progress and Attainment over 2020-21, it will be essential to continue to monitor this going forward and be aware of gaps in skill development that may emerge later.</p>	<p>Training is provided Nov 2021 to update and consolidate training from Nov 2020. This will ensure teachers and support staff are aware of the barriers (both explicit and implicit) that Pupil Premium students encounter.</p> <p>Teachers feel confident in being aware of the barriers facing Pupil Premium students and strive to recognise ways in which they can address this and if appropriate seek further support.</p> <p>As a continuation of the work in 2020-21, analysis to establish gaps in knowledge, understanding and skills will have been identified and measures put in place to make progress in addressing them.</p> <p>The new Provision Map platform in place from October 2021 to be fully populated and maintained to enable more concise tracking of multiple aspects of each student's learning experience.</p> <p>Pupil Premium students will continue to achieve and progress in line with or better than their peers.</p>
2	<p>Aspirations, self-esteem and well being will continue to be monitored regularly. All students attending Mayfield Grammar are monitored for these factors through surveys over the year and all vulnerable students including Pupil Premium feedback is isolated and assessed separately.</p> <p>We will also continue to provide and monitor the degree to which Pupil Premium students are accessing the School Counsellor and the Trailblazer Project. This will indicate both need going forward and impact of such support provided.</p>	<p>Pupil Premium students will feel as confident as their peers in relation to their ability to achieve and progress. They will always have the same access to resources as their peers, thus ensuring that they always feel a sense of equality as they work through their educational journey.</p>

	<p>The Student Support Team, consisting of Sixth Form students, is an important support structure which will enable students to gain support from those who have experienced their learning pathways more recently than their adult teachers.</p>	<p>When their well-being is challenged, regardless of the triggers for these feelings, they will have an equal opportunity to access the school's counselling support.</p> <p>Pupil Premium students will be seen to access other aspects of student support in the same way as their peers and records will show analysis of this picture in relation to their peers.</p>
3	<p>The range of support provided in the form of provision of resources was not as wide as usual in 2020-21, as students were producing more work electronically. Therefore, the range of resources was not required, though access arrangements for technological resources did increase.</p> <p>However, each year it has been evident that some subjects make more use of Pupil Premium funding for their students than others. This has improved over time, but it remains an area in need of continued development for 2021-22.</p>	<p>A wider range of subjects will be seen to have accessed support for their Pupil Premium students, both in terms of resources and extra-curricular provision. This will be monitored by SLT within line management meetings and DHT in charge of Curriculum in conjunction with the Senior Pastoral Team.</p>
4	<p>This has been greatly curtailed during the Covid pandemic and is an important aspect for supporting Pupil Premium students. Enabling Pupil Premium students' equality in accessing the extracurricular activities and trips their peers can afford to pay for is essential, as not only does it enrich their learning experience but also positively impacts their self-esteem and well-being.</p> <p>The aim will be to return this aspect of the support to its pre-Covid level and beyond.</p>	<p>The take-up for trips and extracurricular activities for Pupil Premium students is comparable in proportion to their peers. This will be monitored by Curriculum Leaders and the AHT in charge of Pupil Premium, with the assistance of the School Trips Co-ordinator.</p>
5	<p>When reviewing attendance and punctuality for Pupil Premium students for 2020-21 it was noted that there is a need to address attendance with some year groups and punctuality with all Pupil Premium students. This picture is not reflected in previous years to the same extent and it will be important to understand the reasons for this change. The Covid pandemic is the likely cause, in relation to disrupted daily patterns and so the intention will be to act on attendance and punctuality issues early to establish the normal expectations.</p>	<p>The patterns of attendance and punctuality for Pupil Premium students are comparable to their peers. This will be measured by comparing both attendance and punctuality statistics between Pupil Premium students and their immediate peers regularly. Form Tutors and Learning Leaders will address this by following the behaviour policy in relation to attendance, discussions with the students concerned and parents where necessary.</p>
6	<p>There are two levels of intention with regard to parental engagement. The first is to increase parental awareness of the availability of support. The second is to ensure any engagement activities take into account possible barriers experienced by parents/carers of Pupil Premium students (such as costs, time and transport).</p>	<p>Parental engagement of Pupil Premium parents/carers for events is equal to that of non-Pupil Premium students. This will be monitored through analysing parental attendance data to events. In addition, increased requests for assistance from parents as opposed to the school seeking to establishing the need beforehand, will also indicate that parental awareness has been increased. This will be evidenced through records of parental communication.</p>
7	<p>Analyse and measure the impact of time spent away from face-to-face teaching and support, with the view to planning a continued programme of catch-up. This will be both in terms of subject content and skills, but also pastorally in terms of social skills including interpersonal interactions.</p>	<p>Subjects are able to identify gaps in learning and skills and have clear plans to address these. This will be apparent within departmental minutes outlining</p>

		strategy discussions. This will also be the case within line management minutes and notes. Pastoral staff show an awareness of aspects of social and interpersonal skills which require further development. Strategies and plans are evident within programmes for assemblies, Form Time and PSHE.
8	A number of students required the provision of Laptops and/or internet connectivity during 2020-21. The need for this must be regularly assessed and it will be important to remain aware of factors that may indicate there is a problem at home of this nature (for example a student particularly struggles to complete tasks set online or via the school's virtual platforms)	Records of communication between school and home indicating enquiries about reasons for missing work relating to online tasks. Records indicate actions taken to resolve remote access issues.

MGSG Pupil Premium Profile – Sept 2021

Year Group	FSM	FSM 6	CLA	Armed Forces	Total
Yr7	22	4	1	0	27
Yr8	18	9	0	0	27
Yr9	15	2	1	0	18
Yr10	15	4	0	0	19
Yr11	10	3	0	0	13
Yr12	13	10	0	0	23
Yr13	13	1	0	0	14

Review of outcomes in the previous academic year (2020-2021)

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 2020/21:

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

Maths: support has continued to be provided by a Maths Support Teacher, whose work was coordinated by the Faculty Leader for Maths, IT & Economics.

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 conducted throughout the year. The expenditure with regard to this is calculated on the basis of the support actually given to these specific students.

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. This would usually also include school trips, but this has been limited by COVID restrictions. 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 J Campbell-Dunlop (JCP), Assistant Headteacher.

Covid-19 Lockdown Support Provided:

The students indicated on the original Pupil Premium register for 2019-2020 were all risk assessed along with other vulnerable group students (classified as indicated by Government Guidelines) by JCP, with proposed actions detailed. This risk assessment was submitted to the Government at the time, but has been updated continuously for 2020-2021. In keeping with the practice of 2019-2020, during the Lockdowns of 2020-2021, every student on this list was contacted by their Learning Leader at least once every week by either telephone or email, depending on what was appropriate. Also, thirteen Pupil Premium students were lent laptops by the school to enable them to access their Distance Learning at home. Those who required it, were also provided with a 4G Router to enable them equality of access to any online provision, such as live lessons and resources accessed via the school Virtual Learning Environment.

As and when students moved on to Pupil Premium during the year, they were added to the Vulnerable Groups list and were then supported as above. There were some occasions when families required help to access the local government systems to gain this assistance, which we also provided.

Pupil Premium Student Numbers and Funding – Comparison data 2016-2022

	2016-17	2017-18	2018-19	2019-2020	2020-2021	2021-2022

Pupil Premium	99	100	112	125	109	140
FSM	32	32	37	42	74	106
FSM 6	67	68	67	75	35	32
CLA	2	1	2	2	3	2
Eligible Armed Forces students	1	1	6	0	0	0
Total PP Income	£59,840	£67,099.59	£78,603.75	£78,372	£85,542	£ 93,112

Measuring the impact of Pupil Premium grant expenditure in previous years

2018-2019 & 2017-18 – The strategies outlined in across both years were generally successful for most individuals. Profiles were kept for each student in order to ensure an individualised monitoring continued. 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. In 2018-2019, 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.

2015/16 & 2016/17 – 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.

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 2020/21

It has not been possible to track this in the same way, due to the students being impacted by a significant period of home learning due to the Covid-19 Pandemic school closures. It is important to note the changing picture of Pupil Premium students attending MGSG. It can be seen from the figures above that the numbers of students newly categorised as FSM has increased, while the number who may be considered as no longer deprived but in need of balancing out previous deprivation has decreased. The implication of this is that the impact of the Covid Pandemic has meant there are a higher number of students entering deprivation than previously experienced. The next two years, at least, will be significant in terms of tracking these students. While currently the overall numbers of students in total eligible as Pupil Premium has not risen, it is likely

that it will rise in relation to the changing picture outlined above. The way in which our Pupil Premium students were supported changed substantially compared to previous years and this, along with the nature of the grading system used to assess the examination groups in particular, means that true impact will be something that will need to be monitored over a number of years. However, we can see (see Appendices - data below) that the Pupil Premium students have been keeping pace with their peers in all year groups, both in terms of Progress and Attainment.

In terms of attendance (see Appendices - data below), Years 7, 9 and 10 have much higher attendance than their peers and year 8 are comparable. However, Years 11, 12 and 13 are much lower than their peers, which is not the picture we would generally see. This is despite substantial intervention in terms of weekly communication from Learning Leaders during Lockdown and assistance where attendance to online lessons was hampered by home connectivity issues. In addition, punctuality as an issue is clearly higher for all Pupils Premium year groups in comparison to their peers. Punctuality was impacted generally as a whole and can be an issue attributable to the impact of Lockdown and reacquainting students with the normal rhythms of school days, however it is notable that this seems to have impacted the Pupil Premium students more substantially.

As outlined above, the students who were identified as disadvantaged were risk assessed at the start of the lockdown and received extra support both regularly and consistently. There will be a better understanding of the degree to which the Covid Pandemic has impacted this group in comparison to their peers as the new academic year progresses with, hopefully less disruption in comparison to the last two academic years.

Appendices

Relevant Tables of Explanation

1) Budget expenditure 2020-21:

Total Income Received: £82,916.08

Expenditure 2020-21

Category:	Expenditure:
Catering	3,871.00
Travel	58.00
Learning Resources	881.00
Technology	1,200.00
Trips & Opportunities	66.00
Music Lessons	715.00
Uniform	322.00
Learning Support	46,667.00
Total	53,780.00

2) Progress & Attainment - 2020-21 Academic Review – End Year Results:

Year 7	All	FSM	Non FSM	PP	Non PP
Cohort Size	209	18	191	18	191
English Bucket	2.91	2.83	2.92	2.83	2.92
Maths Bucket	5.58	5.33	5.6	5.33	5.6
EBacc Bucket	10.91	11.06	10.9	11.06	10.9
Other Bucket	9.99	9.67	10.02	9.67	10.02
Attainment 8	29.38	28.89	29.43	28.89	29.43
Progress 8	-3.27	-3.39	-3.26	-3.39	-3.26

Year 8	All	FSM	Non FSM	PP	Non PP
Cohort Size	190	15	175	13	177
English Bucket	3.39	3.07	3.42	3.08	3.42
Maths Bucket	7.32	6.67	7.37	6.46	7.38
EBacc Bucket	12.73	12.33	12.77	12.08	12.78
Other Bucket	12.19	11.8	12.23	11.62	12.24
Attainment 8	35.64	33.87	35.79	33.23	35.81
Progress 8	-3.1	-3.06	-3.11	-3.29	-3.09

Year 9	All	FSM	Non FSM	PP	Non PP
Cohort Size	189	15	174	15	174
English Bucket	10.43	11.87	10.3	11.87	10.3
Maths Bucket	8.48	9.07	8.43	9.07	8.43
EBacc Bucket	16.13	18.07	15.97	18.07	15.97
Other Bucket	15.02	16.2	14.91	16.2	14.91
Attainment 8	50.05	55.2	49.61	55.2	49.61
Progress 8	-1.55	-1	-1.59	-1	-1.59

Year 10	All	FSM	Non FSM	PP	Non PP
Cohort Size	185	10	175	10	175

English Bucket	11.61	12	11.59	12	11.59
Maths Bucket	9.09	8.8	9.11	8.8	9.11
EBacc Bucket	16.9	16.9	16.9	16.9	16.9
Other Bucket	15.99	16.65	15.96	16.65	15.96
Attainment 8	53.6	54.35	53.56	54.35	53.56
Progress 8	-1.16	-1.1	-1.17	-1.1	-1.17

Year 11	All	FSM	Non FSM	PP	Non PP
Cohort Size	163	10	153	10	153
English Bucket	13.9	11.8	14.04	11.8	14.04
Maths Bucket	12.76	10.6	12.9	10.6	12.9
EBacc Bucket	19.92	16.2	20.16	16.2	20.16
Other Bucket	19.49	15.5	19.75	15.5	19.75
Attainment 8	66.07	54.1	66.86	54.1	66.86
Progress 8	0.46	-0.52	0.52	-0.52	0.52

3) 2020-21 Attendance:

Group Analysis by Vulnerability: Pupil Premium - FSM

Period: 31/08/2021 AM to 07/10/2021 PM

Year 7	Pupils in group	Attendances	Authorised	Unauthorised	L
Free School Meals	23	97.37	2.08	0.54	1.72
No Free School Meals	201	96.10	2.75	1.15	0.77

Year 8	Pupils in group	Attendances	Authorised	Unauthorised	L
Free School Meals	18	94.56	3.13	2.31	1.27
No Free School Meals	190	95.06	3.85	1.09	1.04

Year 9	Pupils in group	Attendances	Authorised	Unauthorised	L
Free School Meals	15	95.68	2.51	1.81	3.62
No Free School Meals	175	94.24	4.64	1.12	1.46

Year 10	Pupils in group	Attendances	Authorised	Unauthorised	L
Free School Meals	16	95.98	2.35	1.66	3.32
No Free School Meals	173	93.16	5.21	1.63	2.67

Year 11	Pupils in group	Attendances	Authorised	Unauthorised	L
Free School Meals	10	86.82	2.09	11.09	1.88
No Free School Meals	176	92.46	4.91	2.64	1.89

Year 12	Pupils in group	Attendances	Authorised	Unauthorised	L
Free School Meals	14	90.33	4.46	5.21	2.83
No Free School Meals	156	93.13	3.74	3.12	2.44

Year 13	Pupils in group	Attendances	Authorised	Unauthorised	L
Free School Meals	13	87.98	4.97	7.05	5.61
No Free School Meals	145	92.33	3.39	4.28	3.64