



Mayfield Primary School

Pupil Premium Plan & Report
2020/2021



Our Vision. Our intention. Always start with why!



Valuing

Every Achievement

Social - Academic - Moral - Personal

We know that intention can be easy words that look and sound effective. Our true intention is one that is enabled and implemented by the actions we take to show that we mean what we say. Mayfield is committed to building a school that is viewed from the children's eyes. We ask ourselves: How will they approach this? What do they already know? What skills will they bring? Which groups require input? How do we need to teach this? What will engage them? How long do they need? What do they need us to teach them now?

So....

we know our children must be the busiest people in any room. Children must have 'active purpose' and we must erase 'learned helplessness'. Our children's starting points are a vital consideration. We must keep teaching groups as small and precise as possible. Their independence and resilience is imperative. Their strong attendance and punctuality is paramount. We want **everyone** to embrace mistakes and never be afraid to learn from them. We will draft, repeat, refine and polish to achieve lasting progress. Learning is not a rapid, one stop shop. We will talk, listen, perform and present to foster confidence. We must rapidly build vocabulary. Marking **must** have a clear purpose, a response and be as 'live' as possible. We are constantly developing a curriculum that meets our children's needs and it must utilise and embrace our unique location. Classroom layout and design is essential. A unique environment must be generated. We must provide a flexible and responsive timetable and lesson structure. Our teachers must adopt and explore many teaching styles. Social times are a chance for new ideas and to be viewed as a new opportunity and we must be insistent and consistent to foster positive behaviours. We are not afraid to change. We will dare to do and learn. We will challenge established thinking.

We will use common sense. We accept the fallibility of being human. We are not perfect.

We are proud to accept and respect everyone.

Enabling

Every Achievement

Genuine. Honest. Passionate. Take our hand. Change the landscape.

*** Mayfield Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. ***



INTRODUCTION

This document is a concise summary of the Pupil Premium funding: its uses and impact during the 2020/2021 academic year.

Our named Governor for Disadvantaged pupils is Mr Mark Burge.

In addition to reading this document, we strongly recommend analysing individual case studies created within school as a key guide to individual impact and progress which could not be quantified or shared in this generic document. Our vision: 'Valuing Every Achievement' must be delivered and demands the social, moral and academic readiness as our key indicators. Our work reflects this.

CONTEXT

Mayfield Primary is a two form entry school which is perceived to be in an area of low social deprivation, yet the majority of its pupils on roll are from the area of highest deprivation in St Annes, hence the indicator for pupil deprivation being much higher than that of the area.

The school, due to the numbers of places available, also has high mobility inwards and this high mobility has, for a large majority, involved disadvantaged pupils coming onto roll most significantly at later stages through Key Stage Two – thereby making true indicators of academic progress more challenging, and often volatile. This equally means that time to assess unannounced barriers for sudden arrivals to school can be particularly challenging and require immediately responsive changes to a set plan. It is also important to note that a large proportion of our current vulnerable/at risk pupils are within this transient, disadvantaged groups. This, altogether, means that PPG is a significant figure within the school budget – although not reflective of numbers and need at the time due to the inward mobility within year and the census point from which funding us determined. Each cohort contains a significant number of children within the 'disadvantaged group' with the cohorts through KS2 showing the highest percentages.

Implicit within our decisions are the joint needs of the children having: necessary short, sharp intervention and guidance in relevant subjects; maximized wider curriculum opportunities; necessary support to enable social development. In our school, we feel a balance between these is exactly what is required in this context for our disadvantaged children as we enable them to be ready for their learning and in many cases being ready for learning is our greatest challenge.

NUMBER OF PUPILS AND PUPIL PREMIUM GRANT

Total number of pupils on roll	287
Total number of pupils eligible for PPG grant during the year.	127*
Ever 6 FSM	116*
LAC	4
Adopted	3
Service Children	4
Total amount of PPG projected:	£153100

* This represents the high-point in the fluctuating figures due to the school's high mobility inwards of such children. The actual funded figure represents significantly less than these.



OBJECTIVES & TARGETED IMPACT FOR PPG SPENDING (BASED UPON 2019/2020 SELF-EVALUATION-SEE END OF PREVIOUS YEAR REPORT.)

- 1) To further diminish the differences between the achievement of Mayfield PPG pupils and 'other' pupils nationally by increasing the progress made over time, in reading and mathematics in particular, from starting points – to enable more pupils to achieve expected standard in RWM by the end of each key stage.
- 2) To further improve the attendance and punctuality for PPG pupils at Mayfield – most specifically the number of pupils persistently absent or attendance below 93%.
- 3) To build, maintain and further enhance support and engagement of PPG pupils (and their families) who may have social and/or emotional barriers to learning, whilst showing awareness of the impact that Covid may have had on family finances and mental wellbeing, and reduce impact of this on learning. Some of these pupils may also have SEND.
- 4) Ensure all PPG children continue to have maximum opportunity to access our curriculum enrichment programmes as they are re-established throughout the year and that no child is unable to access remote learning provision in the event of any Covid related school closure, whether partial or full.

These priorities will form the four key indicators of impact for 2020/2021.

It is important to note here that the high level of disadvantaged pupil mobility into school within a key stage can make measures of progress and attainment hard to quantify (particularly as some children arrive with a high level of social and emotional barriers late within a key stage) therefore we generate a case study approach to supplement the intent, implementation and impact statements which follow where pure data cannot define progress and can create unreliability and not fully explain the journey of specific children. We encourage you to ask about these to gain a rounded interpretation of this work and its true personalised impact.

NATURE OF SUPPORT

Focus on Learning in the Curriculum	77%
Focus on Social, Emotional and Behaviour Aspects	51%
Focus on Enrichment Beyond the Curriculum	16%
Focus on Families/Community	35%
WILL NOT TOTAL 100% DUE TO OVERLAPPING BARRIERS.	

PPG SPENDING BY ITEM/PROJECT

Year Group	Item/Project & Objective	Cost	Aim/Barriers to Address
Whole School for Specific PPG Target Group	To provide identified PPG children with suitably trained and qualified staff, both permanently within school and externally, who can work with target group to develop emotional resilience.	£17700 (FLM) £2500 (External Counsellor)	To further diminish the differences between the achievement of Mayfield PPG pupils and 'other' pupils nationally by increasing the progress made over time, in reading and mathematics in particular, from starting points – to enable more pupils to achieve expected standard in RWM by the end of each key stage.
	Deployment of FLM to family support and	£12200 (BP)	To further improve the attendance and punctuality for PPG pupils at Mayfield – most specifically the number of pupils persistently absent or attendance below 93%. To build, maintain and further enhance support and engagement of PPG pupils (and their families) who may have social and/or emotional barriers to learning, whilst showing awareness of the impact that Covid may have had on family



Mayfield Primary School: Pupil Premium Plan & Report 2020/2021

	<p>monitoring each morning.</p> <p>Employment of Specialist Behaviour Practitioner to support individual pupils.</p>		<p>finances and mental wellbeing, and reduce impact of this on learning. Some of these pupils may also have SEND.</p>
SEND/PPG Cohort	<p>To provide input from external professionals relating to progress of SEND/PPG Cohort and their SMART targets and practical support and resources for class based colleagues.</p>	<p>£18500 2 days Senco</p> <p>£6000 Specialist assessments from Educational Psychology / Occupational Therapy</p>	<p>To further diminish the differences between the achievement of Mayfield PPG pupils and 'other' pupils nationally by increasing the progress made over time, in reading and mathematics in particular, from starting points – to enable more pupils to achieve expected standard in RWM by the end of each key stage.</p> <p>To build, maintain and further enhance support and engagement of PPG pupils (and their families) who may have social and/or emotional barriers to learning, whilst showing awareness of the impact that Covid may have had on family finances and mental wellbeing, and reduce impact of this on learning. Some of these pupils may also have SEND.</p>
Specific PPG pupils across all cohorts	<p>To employ a specialist behaviour practitioner initially in the short term to provide bespoke support packages for pupils with SEMH needs cannot always regulate their behaviour in the classroom and may reach the point when their emotions prevent themselves and others from learning</p>	<p>£23408</p> <p>(Inclusive of environmental development areas funding & further behaviour support assistant.)</p>	<p>To build, maintain and further enhance support and engagement of PPG pupils (and their families) who may have social and/or emotional barriers to learning, whilst showing awareness of the impact that Covid may have had on family finances and mental wellbeing, and reduce impact of this on learning. Some of these pupils may also have SEND.</p> <p>Diminish academic differences is an outcome to this implemented action.</p>
PPG pupils across the school – as relevant.	<p>To develop our remote learning offer to all pupils in providing devices so that they can access learning from home. This includes the use of an IT specialist to set up devices ensuring that they comply with our safeguarding policy and time from an HLTA who has undertaken the role of Remote Learning Manager.</p>	<p>£12000</p> <p>Remote Learning Resources and equipment + ICT Support Services</p> <p>£3600 RLM Manager Release</p> <p>ADDENDUM: COVID-19 additional revised focus.</p>	<p>To further diminish the differences between the achievement of Mayfield PPG pupils and 'other' pupils nationally by increasing the progress made over time, in reading and mathematics in particular, from starting points – to enable more pupils to achieve expected standard in RWM by the end of each key stage.</p> <p>Ensure all PPG children continue to have maximum opportunity to access our curriculum enrichment programmes as they are re-established throughout the year and that no child is unable to access remote learning provision in the event of any Covid related school closure, whether partial or full.</p>
PPG pupils across the school – as relevant.	<p>To improve engagement with learning PPG pupils have the</p>	<p>£4000 RESIDENTIAL OPPORTUNITIES</p>	<p>Ensure all PPG children continue to have maximum opportunity to access our curriculum enrichment programmes as they are re-established throughout the year and that no child is unable to access remote learning</p>



Mayfield Primary School: Pupil Premium Plan & Report 2020/2021

	<p>chance to take part in educational and residential visits irrespective of income. We developed our curriculum enrichment programme for all pupils with an exciting range of activities.</p>	<p>This is committed funding should provisional visits go ahead due to Covid-19.</p> <p>£2500</p> <p>OTHER ALLOCATED EDUCATION VISITS</p> <p>£3500 (£10000)</p> <p>CURRICULUM ENRICHMENT SPORTS COACHING</p>	<p>provision in the event of any Covid related school closure, whether partial or full.</p> <p><i>ADDENDUM: Money re-deployed in wider curriculum provision as residential opportunities and 'most' educational visits unable to take place due to Covid-19 risk assessment requirements.</i></p>
<p>KSI PPG pupils – early reading and independence as highlighted features.</p>	<p>To improve engage, independence and enhance progress for identified Y1/Y2 PPG pupils within classroom setting.</p>	<p>£36,600</p> <p>2x TA2 3 terms</p> <p>DESIGNATED TO SUPPORT SPECIFIC GROUPS OF PPG ACROSS KSI – MOST NOTABLY IN YEAR 2. BRINGING PHONICS EXPERTISE, IN PARTICULAR, TO FOCUS EARLY READING GROUP.</p>	<p>To further diminish the differences between the achievement of Mayfield PPG pupils and 'other' pupils nationally by increasing the progress made over time, in reading and mathematics in particular, from starting points – to enable more pupils to achieve expected standard in RWM by the end of each key stage.</p> <p><i>ADDENDUM: This became an additional enhanced focus after the second partial closure period with additional funding being targeted from the Covid-19 Catch-Up Premium to support the Early Reading and speech in Year 1.</i></p>
<p>PPG Pupils with attendance below national average and specifically below 95% and persistent absence.</p>	<p>To rapidly improve the engagement and attendance for PA PPG pupils – as far as possible.</p> <p>To show a continued upward trend in PPG attendance over time.</p>	<p>£8890</p> <p>INTERNAL MULTI-AGENCY ATTENDANCE TEAM – RELEASE TIME, DESIGNATED WORK AND ADDITIONAL ROLES.</p> <p>(EW/LC/RH/JM/GD)</p>	<p>To further improve the attendance and punctuality for PPG pupils at Mayfield – most specifically the number of pupils persistently absent or attendance below 93%.</p>
<p>PPG Pupils in whole school mathematics – in the first instance – who are WTS or at risk of falling below EXS in this subject area.</p>	<p>To generate an approach to learning that ensures starting points for PPG pupils within units and lessons are fully addressed in order to maximise progress and ensure gaps do not widen and differences are diminished over time.</p> <p>This learning style supports SEND pupils and encourages independent learning.</p>	<p>Supply Cover £14500</p> <p>TO COVER RELEASE TIME FOR MATHEMATICS LEADER TO MANAGE AND MONITOR IMPACT IN UKS2 AS WELL AS IMPLEMENT FURTHER PROGRESSION TO YEARS 3, 4 & 5 – WHICH WILL BECOME THE PRIMARY SUMMER TERM FOCUS.</p>	<p>To further diminish the differences between the achievement of Mayfield PPG pupils and 'other' pupils nationally by increasing the progress made over time, in reading and mathematics in particular, from starting points – to enable more pupils to achieve expected standard in RWM by the end of each key stage.</p> <p>To build, maintain and further enhance support and engagement of PPG pupils (and their families) who may have social and/or emotional barriers to learning, whilst showing awareness of the impact that Covid may have had on family finances and mental wellbeing, and reduce impact of this on learning. Some of these pupils may also have SEND.</p>

TOTAL PPG EXPENDITURE	£153698
PPG GRANT:	£153100
DIFFERENCE	£-598*

* It should be noted that school leaders have specifically planned for the over-spend when setting budgets for 2020/2021 and have deliberately ring-fenced and deployed resources to achieve the maximum impact with identified priorities and groups of pupils i.e. the disadvantaged cohort.



HOW WE MEASURE IMPACT

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

The impact of all work is analysed throughout the term in what is termed a 'monitoring cycle', which is then gathered together for an SLT 'evaluation window' and review with SEC governors.

In 2020/2021 this range of evidence includes:

- End of Key Stage Data
- Internal Phonics Tracking
- EYFS Data
- Pupil Progress Reviews
- Current Internal Data – Transition Matrices/Venn Snowball Conversion Diagrams
- Intervention Monitoring – SENDCo/Inclusion Leader
- Self Review/Lesson Study/ Work Scrutiny/Planning Study/Pupil Discussions/Learning Environment Study/KLoE Challenge Events
- Recording of incidents of negative behaviour on internal systems.
- External assessment from specialist teacher for some SEND pupils.
- Multi-Agency Team Sessions
- Analysis of Impact by SEC Governors

ACCOUNTABILITY

Termly, the named governor meets with the Inclusion Leader to review progress and impact of identified priorities. The Standards and Effectiveness Governor Committee (SEC) is addressed termly by the senior leadership team to directly account for the progress and impact of the current work and use of funds. At this point, relevant achievement, behaviour and attendance information is distributed for analysis and questions/challenges from the relevant committee members. The Inclusion Leader also provides a verbal report at this committee session in addition to providing a written summary of social and emotional work and progress in the Headteacher's Termly Report to Governors.

It is the intention of the new headteacher to periodically ask an independent practitioner to carry out an external review and the feedback used to direct our ongoing work.

SUMMARY OF IMPACT (JULY 2021)

ENGAGEMENT AND IMPACT DURING PARTIAL COVID CLOSURE: JANUARY – MARCH 2021

The Multi-Agency Team – led by Inclusion Manager, DSL and Family Learning Mentor deployed daily to ensure engagement and compliance from all targeted PPG families during the partial closure period. The full engagement of every family, their contact and engagement with school and the consistent attendance in school of every child that needed this and was identified as needing this provision stands as a huge area of impact in relation to our disadvantaged narrative during this time. Every PPG child that was identified as needing to be in school during this time – attended school. Any days of absence were tracked, supported, challenge where necessary and fully accounted for. In instances where PPG children worked remotely – daily and weekly communication was maintained according to levels of engagement demonstrated through completion of the remote learning curriculum.

School created its own Autumn Term contingency plans for remote learning and deployed these upon the January 2021 closure. This involved school identifying and preparing a full suite of laptops and iPads ready for immediate distribution upon any bubble or wider school closure period. As a result of this work, school was able to swiftly introduce its remote learning offer without any delay ensuring the best possible continuity of provision.



School remained open every day INCLUDING ALL SCHOOL HOLIDAYS to ensure that all identified PPG and other 'vulnerable' children had support for learning, social time together, adult intervention and a warm meal. All staff worked from school during this time adhering to social distancing risk assessment requirements – teachers remained available for tuition time with targeted PPG children during this period. This was undertaken within a safe, socially distanced space.

Full details of the extensive remote learning offer, its enhancements from partial closure I during Summer Term 2020 and the continued enhancements during January, February and March 2021 are captured on the dedicated, archive tab relating to this period on our website.

ACADEMIC PROGRESS & RECOVERY DURING 2020/2021

After two periods of sustained partial closure and reduction in provision, school will not quantify progress in data in this document. However, school has continued to track progress throughout this time using its existing transition data systems and targets and these are available upon request or discussion with SLT. Families received end of year progress and attainment updates in their statutory reports. This was in context of the lost term and the recovery term that followed.

The work of school during the later stages of the second partial closure period focused upon the imminent re-opening and the importance of providing an antidote ready environment to the climate and behaviours fostered during the prolonged absence from regular classroom face-to-face learning. Senior leaders formed a task group to establish which detrimental behaviours school may need to respond to and which behaviours we needed to re-establish (with a particular focus upon our PPG cohort – whether this be in a school based partial closure setting or at home).

School identified a number of areas that required recovery through its re-structured and re-aligned classroom and curriculum craft. This involved extensive work upon independence, stamina, response to feedback and children's speaking, writing and social behaviours. These proved to be the salient aspects of the task group's work.

Staff undertook an extensive programme of training in readiness for this and the second phase SDP was formed and re-aligned to reflect the necessary changes identified during this work. As a result, school re-opened in March focusing entirely upon the above identified areas in a three week reintegration and readiness period.

The appointed Behaviour Practitioner developed a nurture provision with full timetable for a core group of identified PPG children with specific individual barriers to accessing learning. This cohort had received less consistent provision until the investment in this area. As a result of this intervention programme, all 5 members of this group are now fully accessing their daily timetable in class without concern. This has been a notable area of success as the PPG nurture group move into the 'post-nurture' phase. During Parent Voice feedback all families articulated their strong feedback on the quality of the nurture programme for their children and the difference it was making to both the children socially and academically.

The mathematical impact for the targeted action plan work in this area – although harder to quantify in data over time in this disrupted year – can be measured through the monitoring of provision and outcomes in books. With a specific target for the PPG children to access 'green expected standard challenges' in over 75% of activities, the monitoring of books showed that the group met and exceeded this figure within each of their Summer Term units across the target year groups 3, 4 & 5. Whilst, on average under 20% of time demonstrates 'purple working towards outcomes' for a minority – in relation these children's starting points on entry to KS2 – this still demonstrates sustained progress.

ATTENDANCE IMPACT SUMMARY

We have seen strong, sustained improvement in disadvantaged pupil attainment since last inspection and this has seen a sharp upward trend in 2020/2021.

Disadvantaged Attendance: 96.42% **Other Pupils: 97.45%**

Whilst below other pupils, the 96.42% figure is above the last national comparisons. The other pupils group is way above last national comparisons and the gaps has closed over three years to 1% rather than nearly 3%. This is therefore an outstanding area of rapid progress with high benchmarks established – this demonstrates the impact of our sustained strategies to positively, and where necessary, strongly target improved attendance for a large group of disadvantaged families.

18 children formed part of our ongoing attendance improvement group due to PA attendance triggers. 15 children are now out of this category with hugely increased attendance. Only 3 children now remain in this category – one of which is due to a long term medical condition which school is supporting and the other 2 continue to receive concerted, external engagement – one of which has shown a 5% increase in attendance during the last 5 terms. Again, we feel this



demonstrates strong impact from starting points and justifies continued investment in our current approach, staffing levels and systems.

SOCIAL & EMOTIONAL DEVELOPMENT

Mayfield has continued to see a rise in the social and emotional 'well-being' needs of the pupils across school – most notably for those children arriving at Mayfield within year. 61% of the children arriving since September 2020 are currently, or have recently been, engaged with external agency support and school based intervention in their previous settings. This continues to add to the work of our Safeguarding, Nurture and Pastoral teams and requires us to use our resources creatively. This is within a school climate of a reducing budget and our ongoing staffing re-structure. We are proud of the way that our school responds to the huge levels of need arriving into this disadvantaged group and finds ways of deploying staffing and funds in this ever-changing, unpredictable context.

This year has seen the continued expansion of the Nurture Programme and Nurture Room and relaxed meeting space which we have evolved to meet the needs of a specific group of children who found a post covid return to the classroom unachievable. These children were able to work together as a small group, developing their social skills whilst following a personalized curriculum. The room was altered to mirror the changes made to classroom layout and their day echoed the same routines, which was vital in preparing them for their eventual classroom return. This work was highly regarded by the Inclusion Team at the local authority and was used as evidence in securing Education, Health and Care Plans for 40% of the pupils who used it regularly. Parents of children using this space have all given very positive feedback and been grateful for the way we have been flexible in meeting the needs of their children. We have also continued to use this relaxed meeting space for difficult conversations/meetings with hard to reach families who are finding it easier to engage and have a safe 'reduced barrier' space to talk and confide.

The 'Fit to Learn' lunchtime with its play zones and nurture lunches has had significant targeted use of PP funding as it has continued to evolve and has seen a huge decrease in lunchtime based 'social and emotional CPOMs events'. Indeed this is now almost at zero on a weekly basis. It has made a massive difference in targeted pupils' readiness to learn. The structured small group activities are also helping these pupils to develop their social skills and resilience, which is in turn reflected in classroom behaviour. Despite the necessary reduction in its use during Summer Term 2021 due to Covid-19 Risk Assessment requirements this will hopefully reach its full capacity again early in Autumn Term 2021.

Take a look at our initial overview plan 21/22 – 23/24 for our next step priorities.

These will be planned over a wider three year window – some of which will be continuous with the current priorities.