

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2022/2023 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 (2021/2022) spending of pupil premium had within our school.

School Overview

| Detail | Data |
|--|----------------------------------|
| School name | Mayfield Primary School |
| Number of pupils in school | 269 |
| Proportion (%) of pupil premium eligible pupils | 38% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022, 2022/2023 & 2023/2024 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Glyn Denton (HT) |
| Pupil premium lead | Rachel Hinchliffe |
| Governor lead | Mark Burge |

Funding Overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £142,655 |
| Recovery premium funding allocation this academic year | £15,515 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £158,170 |

Part A: Pupil Premium Strategy Plan

Statement of Intent

The core intent for all our pupils is well established and accessible across the website and our many documents. This is, quite rightly, universal and inclusive of our objectives for all our pupils and the context of post-lockdown recovery learning. Below we have highlighted some aspects that very specifically relate to our disadvantaged group, their traits, their needs and the impact of lockdown upon these, remembering that close to 50% of our total current children in school form this group. These aspects within our intent statement are drawn from closely understanding each individual. These are drawn from watching children learn. These are drawn from our children and how they presented upon lockdown return. To meet the challenges we must create the antidote. This strategy is the first step towards that. So...

We know our children must be the busiest people in any room. They 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 for them. 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.

So we wish to see our disadvantaged children receiving, and engaging with, this intent for our teaching, learning and behaviours each and every day. In this climate for learning we can then meet the challenges set out in this document as far as possible and with the greatest impact possible and with the aim of seeing the maximum impact of our planned actions and use of funding. This is our overriding objective.

Our strategy operates within the scope of our wider School Development Plan and is integral to this. Our planned actions within our previous Phase Two, and current Phase Three SDP, are formed within three main priorities. These are called: Classroom Craft; Curriculum Craft; Leadership Craft. This strategy targets the majority of our children and therefore any plans must be considered and adopted within the wider school planning. Therefore this strategy completely intertwines with all other planning documents for the school's next stage in development.

Our approach will be responsive to common challenges and individual needs, rooted in detailed analysis and reflection, and not accepting mere generalised assumptions about 'disadvantaged pupils'. The approaches we have adopted complement each other to help pupils make sustained progress. To ensure they are effective we must ensure: that strategies are implemented consistently over time; act early to intervene at the point that need is identified; adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We are, as our core intent sets out, a school that is responsive to need and will not be afraid to change or adapt to meet that need. This strategy will adopt that approach. We analyse the impact of our work by watching our children work, chatting with them about their learning and experiences and ensuring that gradual development of leaders across school means that responsibility is not the domain of one or two individuals, instead it is a collective responsibility but has a stream of monitoring and accountability within this. This strategy is very much focused upon seeing the impact in the classroom and is, in many cases, focused upon high quality teaching at the point of learning. Whilst funding does address other aspects, and rightly so, we have specifically focused the vast majority on outcomes we want to see sustained in learning and the classroom over time for our disadvantaged pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge Number | Detail of Challenge |
|--|--|
| 1 OUTCOMES | Since the lockdown periods, we have larger numbers of our 'working towards standard' purple attaining disadvantaged pupils, from Y2 upwards, who are not making rapid enough progress to achieve expected standards by the end of KS2 most specifically in writing. This is also linked to the children's oral language skills and, in some cases, phonics difficulties in relation to others within the cohort – as a result a consistent number of our disadvantaged (and other pupils) are working below expectations and, in some cases, making less phonetic progress than aimed for. |
| 2 ACTIVE PURPOSE LEARNING | Monitoring and observations of teaching and learning have highlighted our 'active purpose v learned helplessness' remains a concern with a minority of pupils, many of whom are disadvantaged, within our working towards and least secure expected standard pupils – most notably in reading and writing based activities. |
| 3 ATTENDANCE | After hugely positive impact upon rapidly improving attendance and punctuality for all pupils and notably the % of persistently absent disadvantaged children since Sept 2019, we must maintain momentum. We are conscious of the declining national trend in attendance and the higher rates of absence nationally and we equally face that challenge on a daily basis particularly when linking our pupil outcomes to attendance figures even the context of greatly enhanced school performance. |
| 4 INACTIVITY, CONFIDENCE & SOCIAL AWARENESS | Our parental and pupil discussions and feedback continue to show trends of increased inactivity, limited and poor social interaction, social awareness and personal confidence - greatly exacerbated since the lockdown periods – these are particular traits often shown by many of our disadvantaged pupils and link closely to continued concerns relating to underdeveloped oral and written language skills and displayed by this group and other pupils. |
| 5 LEADERSHIP SUSTAINABILITY | Historical challenges (prior to Sept 2019) that had previously seen school's performance and that of its pupils, most noticeably the disadvantaged group, dip linked the lack of sustainable leadership capacity to the declining teaching, learning and behaviour within school. In a climate of a good school, but with budget challenges and social and academic challenges exacerbated by Covid-19 lockdowns, we must ensure that that this threat and potential challenge to school's growth is not allowed to stop and thereby fall into a decreasing cycle of performance focusing upon consistency or provision and outcomes for the pupils – most noticeably our most vulnerable. |
| 6 ASSESSMENT OF STARTING POINT NEEDS | As our new curriculum moves forward, subject leaders have been monitoring how closely the planning and provision can, and does, meet the changing starting point needs of our learners. Both in terms of approach to learning and the content itself. This applies across our curriculum and presents a lasting challenge to all pupils, including our disadvantaged group if it is not responsive to the immediate need. A key challenge is therefore the role assessment, its pre-learning position within a sequence of learning and the use that is made of summative judgements and when these need to be made in order to best inform next steps for all pupils including the disadvantaged group. |

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 |
|--|---|
| <p>To sustain and enhance the improvements made to attendance for all pupils, notably our disadvantaged group.</p> <p>3</p> | <p>By the conclusion of the plan cycle period, the overall absence rate for all pupils and disadvantaged pupils continues to be at least in line with national comparisons and thereby sustaining the rapid and significant improvements made previously and <u>within the above context</u>, we aim for the attendance gap between all other pupils and disadvantaged pupils to be no greater than 0.5%.</p> <p>Continue to map the downward trend of % of disadvantaged pupils who are persistently absent. Last figures were 9% (July 2021) and 8.4% (July 2022) of the disadvantaged group which continue to be PA.</p> |
| <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>1, 2, 4</p> | <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and ongoing formative assessment.</p> |
| <p>Continued improving reading and writing attainment among disadvantaged pupils.</p> <p>1 & 2</p> | <p>By the end of the current plan cycle, KS2 reading and writing outcomes show that from their EYFS, and then KSI, starting points that a greater % of disadvantaged pupils meet the expected standard – thereby adding value and ‘growing the snowball’.</p> |
| <p>Teaching across the curriculum demonstrates the active use of pre-learning, and latest, assessments in both planning, delivery and outcomes for all pupils, including disadvantaged pupils.</p> <p>6</p> | <p>A clear formative and summative assessment system is in place for all subjects and managed effectively by the Assessment Leader and subject leaders.</p> <p>Triangulated evidence of the quality of teaching and learning demonstrates clear use and awareness of assessed pupil starting points and that our dynamic Classroom Craft systems are being deployed to support this across the school and curriculum.</p> |
| <p>To achieve and sustain enhanced physical activity, emotional wellbeing and social awareness in our school, particularly our disadvantaged pupils.</p> <p>4</p> | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from monitoring activities: pupil voice; behaviour records; observation of teaching; parental feedback. • Continued low numbers of bullying related incidents – most notably linked to social media behaviours. • Continued increase in % of pupils active in daily wider and extra-curricular enrichment sporting and performing arts. |
| <p>To achieve a successful, operational delegated model of leadership and responsibility, which allows for the sustained value adding ‘at least good’ provision for teaching, learning and behaviour each day for our pupils.</p> <p>5</p> | <p>All phases of school remain ‘at least good’ upon all internal and external monitoring scrutiny during, and by the end of, this cycle.</p> <p>The four new middle leadership roles have enabled the embedding of the new curriculum and the Classroom Craft systems.</p> <p>All behaviour management systems indicate no increase or surge in low-level issues or disruption to learning and school life during, and by the end of, the cycle.</p> |

Activity in this academic year: 2022/2023

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: **£52,100**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Appointment of Assessment Leader to lead, monitor and manage this work. (Ring-fenced leadership release.)</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u></p> | 6 |
| <p><i>'Effective Use of Teaching Assistants'</i> programme by maximising their practice and subsequent impact within our Classroom Craft T&L Policy.</p> | <p>Our work over the last four years has been based upon the research, findings and recommendations of the two following pieces of work. The DISS Project as an initial thought provoking study for leaders and the MPTA/MITA work as a much more practical tool that directly aids classroom impact with all pupils.</p> <p><u>UCL Institute of Education DISS Project (2009)</u> http://maximisingtas.co.uk/research.php</p> <p><u>MPTA & MITA 'Maximising Practice and Impact of Teaching Assistants' UCL 2016</u></p> <p>We also feel that our emphasis within this work focuses upon consistently unlocking the highest impact areas of learning from the EEFs Teaching & Learning Toolkit Measures.</p> | 1, 2 |
| <p>The development of the 'Live Marking' philosophy into the next stage of recommendations, training, trialing and monitoring of impact.</p> | <p>We have invested heavily within the principle of 'Live Marking' within our 'Active Purpose' philosophy and the EEF 'Teacher Feedback to Improve Pupil Learning' (October 2021) is the next stage in this work. The redundancy and 'learned helplessness' of some pupils including some disadvantaged pupils remains an underpinning barrier related to Challenges 1&2 and most specifically to writing based activities.</p> <p>This also links to the previous 'Effective Use of Teaching Assistants' activity.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> | 1, 2 |
| <p>The recruitment of Phase/Project Leadership</p> | <p>The principles and recommendations of this work are one aspect of this. However, of significance are the two aspects that underpin this. Firstly, the identification and brief for the emergent leader and then the time to act and</p> | |

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| <p>using the scope of the TLR3 scale.</p> <p>Further enhancing the coaching model for these leaders to run alongside their leadership opportunities.</p> | <p>reflect alongside an experienced coach and adviser. The recommendations of this research will then have most impact upon the sustainable capacity of school if this climate is achieved.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£61,100**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Additional phonics sessions targeted at all pupils including significant numbers of disadvantaged pupils who require further phonics support are established across all year groups on a daily basis.</p> <p>Additional EAL group for Y5/6 daily in addition to this.</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1, 2 |
| <p>Engaging with the National Tutoring Programme to provide a blend of tuition, and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <p>Pupil Premium used for some of our 25% portion of the NTP figure. None of our Recovery Premium has been used for this purpose.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1 |
| <p>The generation of new 'literacy' focused groups for pupils including large numbers of the disadvantaged cohort. These will be delivered daily and focus initially upon 'pupils who have fallen behind their peers and are making slower progress than their peers'.</p> <p>An additional literacy and pastoral, cross-curricular intervention group for UKS2 pupils including</p> | <p>The report and recommendations below is of most specific and direct use in terms of 'pupils who have fallen behind their peers'. The strategies within this document have then been enabled using the funding in the two activities outlined in the left. One specifically within 'English Sessions' and the second are the principles applied to a non-core subject in a bespoke setting with a focus upon our disadvantaged and vulnerable pupils whose talk and vocabulary (in some cases) is behind that of their peers.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> | 1, 2 |

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| disadvantaged pupils in a brand new space built for this work: 'The Boot Room' . | | |
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£45,200**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Communicating with and supporting parents – including wellbeing and attendance.</p> <p>Family Learning Mentor – Continued investment in role and with clear brief upon Challenge 3.</p> <p>- Internal Multi-Agency Team Funding</p> | <p>We know from the impact of this PPG funded role during the previous two academic years 19/20 & 20/21 that this role is key to a) positive engagement from harder to reach families and b) the subsequent improved attendance from the families that are targeted for support and monitoring by the FLM.</p> <p><u>Evidence of rapid improvements in attendance since September 2019 for disadvantaged and all children shows us that the first day rapid intervention and work of a Family Liaison (FLM) has been key to this improvement. This will remain but with a highly threshold for intervention as we target the next layer of attendance improvements.</u></p> | 3, 4 |
| <p>Supporting attendance through Breakfast Club & Meal Provision:</p> <p>- Early Riser Provision</p> <p>- Magic Breakfast School</p> | <p>A strong start to the school day in terms of the beginnings of provision and a breakfast are vital to the stamina that we are aiming to build within many of our target pupils. The two pronged approach via provision and food is our strategy for the coming cycle.</p> <p>Magic Breakfast Research & Published Statistics www.magicbreakfast.com</p> | 3 |
| <p>Maintenance of mini-nurture provision and nurture lead practitioner with supporting colleague.</p> | <p>Whilst the Ofsted Survey Summary and its Key Findings below is now some years old, we believe that this report continues to have strong value and resonates strongly with our context, the focus for our work, the needs of a small number of pupils (of which the majority are disadvantaged) and has proven to work successfully in both this and other settings linked to the current school leadership. We have used this as a basis and reference point for effective provision in our use of this strategy.</p> <p><u>Supporting Children with Challenging Behaviour Through a Nurture Group Approach (Ofsted: July 2011)</u></p> | 4 |

Contingency/Emergency Deployment Fund (Challenge Number:4 & Challenge Number:3)

School also held **£4000** in order to support the access of families, including disadvantaged families, as required, to uniform, curricular enrichment and non-curricular visits. This emergency fund allows for rapid deployment and is reviewed annually. This includes the school's 'sponsorship' of some disadvantaged pupils to enable their participation in our music and drama events and groups.

Any remaining funds at January 31st are then re-deployed to support the activities outlined previously in each section. **In 2021/2022: £3250 was used, with school adding additional £250 during the year to the initial £3000.**

Total budgeted cost: £158,400

Part B: Review of outcomes in the previous academic year: 2021/2022

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2021/2022 academic year.

End of Key Stage Two outcomes for our disadvantaged group demonstrated that we have been able to add significant value to this groups' attainment from the End of Key Stage One. Combined RWM expected standard has increased from KSI baseline by 10%. In Reading we have added a further 25% to the number of pupils reaching expected standards, in Writing we have added 7% and in Mathematics we have added 11%. This demonstrates the positive impact of our work with this group over the last four years. This also demonstrates the accelerated progress made by many children in these core subject areas and matches the rapid progress made by school overall since Summer 2019. Overall attainment for this group in relation to national shows +21% at expected standard comparisons in relation to national disadvantaged RWM combined and +8% at the higher standard. The disadvantaged group attained +20% in Reading, +16% in Writing and +19% in Mathematics in relation to disadvantaged national attainment and indeed above the full national attainment figures for all pupils including combined RWM. It is also interesting to note that the disadvantaged groups gap to other pupils within school is much smaller than the increasing national gap, whereby we are 'closing the gap' whilst the current national gap is becoming wider. This is even in the context of strong attainment for both disadvantaged and other pupils in relation to national comparisons. Indeed the disadvantaged group attainment at expected standard was stronger than other pupils in Reading, Writing and RWM combined despite these strong figures for all groups – which is most encouraging. There is a similar trend/story on internal higher standard attainment data in addition to this.

Internal data relating to other year groups in reading, writing and phonics has demonstrated that whilst consistent numbers of disadvantaged pupils (and other pupils) continue to perform at expected standards in relation to personal starting points (and in some cases have made significant progress from low baseline on entry) there are a core of pupils working towards expected standard that are not making progress rapidly enough and indeed the gap is widening for some. This therefore will see the focusing of the 22/23 strategy more specifically upon 'literacy' and honing in and this lower attaining group across years 1-5. The further development of phonics and literacy intervention will be planned into this alongside the deployment of the small group and 1-2-1 tuition strategies and funding. SILVER CHALLENGE 6 ALSO REPRESENTED WITHIN THIS PARAGRAPH.

Although overall attendance in 2021/2022 was down from the record breaking figures seen in the previous academic year, we have continued to close the gap in attendance all other pupils to just -0.52%. Whilst the overall attendance of the disadvantaged group remains above all latest primary national average figures for all pupils. Punctuality has significantly improved for this group over three years and this trend continues. Persistent Absence figures for this group are slightly raised from the previous record low and we will continue to pursue each of the attendance and punctuality elements as trends nationally are showing a dip and, although we remain good in relation to them, we are also seeing that slight declining trend overall. Success with caution!

Our assessments, observations, monitoring and records show that behaviour issues remain low matching the trend for this group over the last three years and that our strategies and systems continue to ensure that school has seen a significant and sustained improvement over time. The declining trend however has come to a halt however and we are seeing social interaction, tolerance and patience as consistent traits for the low and persistent issues that we do have with this group. So figures remain low but there are signs of work to do. This work will therefore continue. This trend is matched for other pupils outside of this group and we believe is a continued effect of the prolonged lockdown periods and the long term influence this has had upon our pupils. Indeed this is resonating as loudly as any long term factor. The records relating to the disadvantaged pupils and their well-being demonstrate that both children and families for all those in receipt of time, intervention and other work with adults continues to positively impact upon their behaviours, attitude to learning, desire to attend school and desire for families to communicate openly with school. We will continue to build upon our current approaches to this and maintain our provision within the plan.

The new leaders for 22/23 are now in their project posts and ready to assume their new roles as a result of the revised leadership structure being established. The initial project work from the first stage in 21/22 has worked well and played a significant role in the 'Good' Ofsted inspection received by school in January 2022. This was particularly pleasing as it denoted the strong impact of the initial leadership project work from 21/22. This model will now run forward and extend the coaching support significantly, in line with this plan, in 22/23.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-------------------------|----------|
| Magic Breakfast Partner | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | <p>Funding received for 4 pupils (Based upon previous census information): £1280</p> <p>A school counsellor was contracted to work with children across the school year and offer 1-2-1 sessions and input to lead colleagues across school. This happened almost weekly throughout the academic year. This work was managed by the Inclusion Leader and supplemented daily with the Family Learning Mentor.</p> <p>One of the pupils benefitted from confidence building work with our Performing Arts teacher and all pupils received additional intervention during the Spring Term to accelerate progress in one target subject area.</p> |
| What was the impact of that spending on service pupil premium eligible pupils? | <p>The Family Learning Mentor, Multi-Agency Support Team and Teachers observed and recorded reduced numbers of time lost in learning due to well-being related anxiety within this group. This included improved attendance for all pupils with all children attending to at least good levels.</p> <p>Summative assessment information noted that all four had made progress in line with their targets in each subject area with more than one pupil making better than expected progress which led to high end of KS2 attainment.</p> |