

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2023/2024 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 (2022/2023) spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Mayfield Primary School
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	39%
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 2023
Date on which it will be reviewed	July 2024
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	£141,135
Recovery premium funding allocation this academic year	£14,935
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£156,070

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 a large minority 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 our children learn and their attitudes to school life. To meet the challenges we must create the antidote. This strategy is an important 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) and 9.3% (July 2023) 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: 2023/2024

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: **£50,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Permanent extension of Assessment Leader to lead, monitor and manage this work. (Ring-fenced leadership release.)</p> <p>School has been accepted as part of LA Formative Assessment project for the academic year ahead to allow the trialling of new classroom systems for permanent embedding.</p> <p>Additional formative assessment project teacher identified to work alongside Assessment Lead for 2023/2024.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p> <p>Despite the above being a KS4 project, the particular area of interest that assisted our thinking, was the greatly enhanced progress seen by the children in the lowest third of the cohort. This resonates with a small majority of our PPG children and their context.</p> <p>A key underpinning tool has been <u>Rosenshine's Principles of Instruction – most notably:</u></p> <ol style="list-style-type: none"> 1) <u>DAILY REVIEW</u> 2) <u>ASKING QUESTIONS</u> 3) <u>CHECK FOR STUDENT UNDERSTANDING</u> <p>We have attempted to use these as key aides in determining our overarching Teaching & Learning Approach and then the precise formative assessment enhancements that we are making. Leaning towards Rosenshine's principle of working memory and freeing space by moving consolidated knowledge through repetition and recall.</p>	6
<p><i>The continuation of 'Effective Use of Teaching Assistants' programme by maximising their practice and subsequent impact within our Classroom Craft T&L Policy.</i></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 embedding of the Live Marking feedback philosophy.</p> <p>Through:</p> <ol style="list-style-type: none"> 1) Further training to upskill additional adults. 2) The trialing of feedback tuition with targeted adults and PPG children to cover the wider curriculum. 	<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>	<p>1, 2</p>
<p>The recruitment of Phase/Project Leadership 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>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 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>	<p>5</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£58, 500**

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>	<p>1, 2</p>
<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</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>	<p>1</p>

<p><u>our Recovery Premium has been used for this purpose.</u></p>		
<p>The continuation of '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>The continuation of literacy and pastoral, cross-curricular intervention group for UKS2 pupils including disadvantaged pupils in the space built for this work: 'The Boot Room'.</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><u>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</u></p> <p><u>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</u></p>	<p>1, 2</p>

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

Budgeted cost: **£47,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communicating with and supporting parents – including wellbeing and attendance through the continued employment of the Family Learning Mentor.</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 years 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>	<p>3, 4</p>
<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>	<p>3</p>
<p>New 96% Gang reward initiative with the Family Learning Mentor posting continuing and becoming more widely attendance</p>	<p>We have made the greatest attendance gains as a school over the last four years, where we have attached a meaningful attendance reward which has been shorter term in nature, high profile and high reward with real discernible value to families as well as children. This evidence base means we will adopt the</p>	<p>3</p>

<p>champion. Including prominence of success within cloakrooms and centrepiece with children in vision awards.</p> <p>Funds required for reward, branding and the additional administration of the system in terms of adult time.</p>	<p>same strategy now to close that slightly increasing absence trend.</p> <p>The proven models we will follow: HENRIETTA PUNCTUALITY MASCOT FULL HOUSE CARDS BIKE AWARDS</p>	
<p>New, additional weekly contact systems for families on our attendance watch register. Weekly correspondence and updates in addition to the daily checks for at least a term for families identified as attendance concern.</p> <p>This is an extensive weekly administration role and will require some dedicated administration hours to produce these.</p>	<p><u>We have consulted with our LA Attendance team</u> around this matter and taken advice upon policy revision and the weekly writing contact and the impact of this in terms of high profile with those families and the improved figures seen in schools adopting this approach.</p>	3
<p>Maintenance, and growth, of mini-nurture provision and nurture lead practitioner with supporting colleague.</p> <p>Continue into 2023/2024 with enhancements due to increasing need of new arrival PPG children with specific needs well beyond the base and current capacity. The broadening of The Boot Room to support this will be a further 2023/2024 addition.</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
<p>Addition of two new performing arts opportunity for wider curriculum enrichment hours. Led by HT and TA support team.</p> <p>Targeted for children across school.</p>	<p>The evidence is drawn from the success of this wider enrichment strategy already employed. Its huge impact upon specific individual children with specific challenges has drawn us into this area of funding in order to enhance the work for a targeted group across school.</p> <p>This cannot be quantified in numbers but in individual case studies of the positive social impact of performing arts on emotional well-being of specific PPG children.</p> <p>There is a similar thread with the play zones on physical well-being for PPG children and all other children but this is identified and funded via the SPORTS PREMIUM category and documented within that reporting tool.</p>	4
<p>Contingency/Emergency Deployment Fund (Challenge Number:4 & Challenge Number:3)</p> <p>School also held £3000 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.</p>		

Any remaining funds at January 31st are then re-deployed to support the activities outlined previously in each section. **In 2022/2023: £2120 was used from a ring-fenced £4000. School has reduced this fund by £1000 in 2023/2024 and used the surplus from the last year, as planned, to support the increased, in-year use, of The Boot Room nurture project (as outlined above in wider strategies).**

Total budgeted cost: £156,700 (Topped up from school budget by £630)

Part B: Review of outcomes in the previous academic year: 2022/2023

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2022/2023 academic year.

As reported in 2021/2022, 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 significantly from KSI baseline. In Reading, Writing and Mathematics we have added significantly to the number of pupils reaching expected standards, This demonstrates the positive impact of our work and targeted actions. This also demonstrates the accelerated progress made by many children in these core subject areas and matches the sustained progress made by school overall during the last four years. Overall attainment for this group in relation to national shows +18% at expected standard comparisons in relation to national disadvantaged RWM combined and +14% at the higher standard. The disadvantaged group attained +21% in Reading, +6% in Writing and +16% in Mathematics in relation to disadvantaged national attainment.

The Live Marking feedback aspect is a major area of impact. Where this approach to feedback is employed most effectively, we see immediate impact of the learner's understanding in lessons. It is also allowing for adaptations and revisions to class teacher plans 'in lesson' and beyond. We acted upon the feedback research as a core strategy in this latest three year plan and we see the practical, positive outcomes in EVERY monitoring activity. When compared with the detached 'non-live' marking there is a huge difference in pupil response and engagement with the process. This is across the board. We will drive forward with this again in 2023/2024 but have planned for a wider feedback tuition project to consider spreading this work across the full curriculum. We will trial this with a control group of teacher/s and PPG children in the year ahead and deploy funds to enable this.

Starting point assessment systems and the development of formative assessment systems to monitor subsequent progress is well underway and is in an increasing effective place. We are seeing impact of these strategies regularly in classroom practice and an enhanced confidence of teachers when using them and in their use of evidence to direct subsequent learning. Monitoring has displayed this in an increasing body of evidence across each term. We are encouraged by the growing impact and will continue to pursue this line in 2023/2024. School has, as a result, extended the Assessment Lead role permanently, to build upon this project, identified a further colleague to support this and has added itself to the LA Formative Assessment Project for the year ahead in order to assist with this further development.

Although overall attendance in 2022/2023 matches the national downward trend, we continue have attendance above national averages. However, despite our continued daily actions we have not closed close the gap in attendance all other pupils this year. It is now -0.9%. This is a gap increase of -0.38%. Whilst these gaps remain low, which is good news, the slight fall overall and opening of the gap is not the direction we are aiming to see. In 2023/2024 the actions planned will see a new 96% incentive and a new process for weekly tracking of poorer attendance added to our profile of work. This will include increased deployment of funds in the next plan to consider this attendance barrier. Punctuality continues to sustain those significant improvements for the disadvantaged group and for all pupils. Which means we now have a reducing trend year on year. Persistent Absence figures for this group are slightly raised from the previous record low (9.3% in 2023) although since the new leadership team arrived in September 2019 we have successful in reducing figures from a consistent 15%+ figures down to single figure percentages year on year. Our PA figures remain below national comparisons which are increasing significantly. It has been a year of holding position, with, like attendance nationally, a worry around attitudes to attendance and therefore an intensified focus in the final year of our current PPG planning cycle.

Our assessments, observations, monitoring and records show that behaviour issues remain low matching the trend for this group over the last four years and that our strategies and systems continue to ensure that school has seen a significant and sustained improvement over time. The % increase in our wider curriculum work uptake has continued and we intend to further enhance the popular performing arts aspect which has seen a number of individual success stories in relation to emotional wellbeing and confidence post such work. We are equally encouraged by the lunchtime play zone impact and intra-school mini-league system and the impact their wider curricular role are having upon a core of our PPG children and their attitudes to social life in school. There is real tangible, individual evidence of progress with children's own stories and profile, Again, like the performing arts, we will add to this because it is working. The mandate is clear.

The leadership development focus has continued to deliver impact upon our outlined behaviour and attitudes barrier in 2022/2023 and is shown in our monitoring of behaviour reporting tools across school in relation to our PPG children and all other groups. We will maintain and embed this system in the subsequent year with funding maintaining the necessary time for the coaching model in this area. We will then review the final impact of this and consider whether this barrier remains before determining any role for it within the next three year cycle of priorities.

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>We focused our funding for this small cohort of children on their social development as this barrier was the most common feature in terms of academic and personal progress. As such The Boot Room provision was enhanced and expanded with the deployment of a trained member of staff to undertake team tasks in an appealing sporting context. This had the effect of increasing confidence in a group scenarios, being able to problem solve more effectively and engage in discussion with adults and other peers.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>The work of the multi-agency team, which monitors and reports upon well-being, has shown that despite emotional barriers for two of these children they have made good social progress and steps forward both in terms of personal resilience, friendship groups and engagement in social opportunities. The other children have continued to show strong personal development and demonstrate excellent attitudes to school life.</p> <p>Summative assessment information noted that all four had made progress in line with their targets in each subject area with two pupils making better than expected progress which, in the case of the Y6 child, led to them leaving Mayfield at the end of KS2 having achieved a higher standard in each area of RWM.</p>