



Mayfield Primary School

Pupil Premium Plan & Report
2019/2020



OUR SCHOOL VISION AND CORE INTENT FOR ALL – Everything starts with ‘why’.

‘Valuing Every Achievement’

Defining our Vision & Intent

We intend to see our children socially, morally and academically ready for the future. All in equal measure but driven by the social and moral aspects. Our journey is as much about ‘how we approach our learning’ as anything else. Learning to learn is vital for our children. A thirst to learn from mistakes, ability to bounce back from difficulties, be resilient and be independent as against a culture of ‘learned helplessness’. This will prepare them for the challenges and opportunities they may face in their future and this can foster ambition and aspiration to be the person we hope they can become. We drive and celebrate the skills and qualities that will bring this about and attempt to develop a more rounded, inclusive and understanding view of the modern wider world. Our children’s speaking, listening, confidence and presentational skills are absolutely paramount to all of this and we aim to develop these continually within a curriculum that is broad, well balanced and seizes the importance of our locality, creativity and ‘performing arts’

We aim to value every achievement but our school must also enable every achievement.

‘A constant heartbeat throughout the school.’

*** 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 2019/2020 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 is 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	317
Total number of pupils eligible for PPG grant at January 2019 census	135(150)
Ever 6 FSM	126 (138)
LAC	2 (5)
Adopted	2 (3)
Service Children	3 (4)
Total amount of PPG projected:	£157420
* Funding for the current year is based upon 135 children, (the actual numbers are in brackets), but has increased to 150, meaning the funding has had to spread across a wider set of pupils.	

OBJECTIVES & TARGETED IMPACT FOR PPG SPENDING (BASED UPON 2018/2019 SELF-EVALUATION-SEE END OF PREVIOUS YEAR REPORT.)

Whilst the identified social and emotional barriers will always remain a priority – as they underpin readiness to learn for so many of our pupils – the newly appointed headteacher (September 2019) and existing SENDCo/PPG Leader have together analysed the current impact of actions taken and refreshed the approach to PPG with a new internal multi agency team that will manage PPG pupils with five clear aims for 2019/2020:

- 1) To 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 improve the attendance and punctuality for PPG pupils at Mayfield – most specifically the number of pupils persistently absent.
- 3) To maintain and further enhance engagement with ‘hard to reach’ families – ensuring our strong, current work remains in place.
- 4) Work towards the reduced impact of social and emotional barriers to learning and progress for PPG pupils – specifically those who also are on the school SEND register.
- 5) Ensure all PPG children continue to have maximum opportunity to access our wider curriculum provision as this enhances greatly from 2019/2020 onwards.

The new multi-agency team consists of:

- SENDCo/PPG Leader – Manage the provision for all disadvantaged pupils and co-ordinate relevant and management of funds.
- Headteacher – Academic Progress with a focus upon diminishing differences between PPG pupils and ‘other’ pupils nationally in RWM. (We will not measure achievement against ‘other’ pupils within school at this time as this currently remains below national in 2018/2019.)
- Designated Safeguarding Lead – identify those children alongside with social and emotional barriers that are affecting readiness to learn.
- Family Learning Mentor – work practically with, and create, a new vulnerable group that will receive specialist input from her and external agencies
- Attendance Administrator – alongside the FLM and PAST team work with PPG families to reduce Persistent Absence and all absences in a target range up to 93%. This work extends to punctuality with set thresholds for intervention.
- Other Senior Leaders as required – to support the academic progress aspects.

The group will formally meet half-termly via newly designed PPG Attendance and Behaviour Groups in addition to shorter weekly briefings.

Whilst the previous PPG reports and action plans have, based upon our internal behaviour records, pupil voice and level of parental engagement been successful in reducing social and emotional barriers to learning for a large majority of pupils it is clear that we need to channel the focus even further towards the academic achievement of this group. Whilst there has been, and remains, extensive work undertaken upon the aforementioned barriers to learning we need to see greater progress, and subsequent attainment, progressively feeding through school for this group. This has been the area of least impact at summative assessment points and whilst we can never attain expected standards for all pupils on role due to their low starting points we recognize that there remains work to do and we can maximise this further and know that



we need to diminish differences further. Equally we see attendance as a continuing huge priority as individual steps forward must be maintained and further progress for this group collectively is imperative. Therefore we will see a bias towards the actions planned and implemented in 2019/2020 having a more direct impact upon that intended set of outcomes - for many children this will be progressive and will build over years at Mayfield.

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	79%
Focus on Social, Emotional and Behaviour Aspects	51%
Focus on Enrichment Beyond the Curriculum	7%
Focus on Families/Community	37%
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.	£18756 (FLM) £2500 (External Counsellor)	<p>To 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 improve the attendance and punctuality for PPG pupils at Mayfield – most specifically the number of pupils persistently absent.</p> <p>Work towards the reduced impact of social and emotional barriers to learning and progress for PPG pupils – specifically those who also are on the school SEND register.</p>
SEND/PPG Cohort	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.	£30400	<p>To 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>Work towards the reduced impact of social and emotional barriers to learning and progress for PPG pupils – specifically those who also are on the school SEND register.</p>
		£17550	



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<p>Identified families within PPG register.</p>	<p>Deployment of Inclusion Leader/SENDCo to additional family support and monitoring each morning.</p>		<p>To maintain and further enhance engagement with 'hard to reach' families – ensuring our strong, current work remains in place.</p> <p>Work towards the reduced impact of social and emotional barriers to learning and progress for PPG pupils – specifically those who also are on the school SEND register.</p>
<p>Whole School PPG & Vulnerable Cohort</p>	<p>To develop dedicated spaces for social and emotional support, specific intervention and family meetings to engage with a larger number of target PPG families and provide pupils to necessary space to deal with emotions at peak times.</p> <p>i.e. Nurture Room, Work Space, Lunchtime Zones</p>	<p>£14000</p>	<p>To improve the attendance and punctuality for PPG pupils at Mayfield – most specifically the number of pupils persistently absent.</p> <p>To maintain and further enhance engagement with 'hard to reach' families – ensuring our strong, current work remains in place.</p> <p>Work towards the reduced impact of social and emotional barriers to learning and progress for PPG pupils – specifically those who also are on the school SEND register.</p> <p>Diminish academic differences is an outcome to this implemented action.</p>
<p>PPG Pupils not working at national standards in phonics at the end of KSI.</p>	<p>To provide regular intervention for PPG pupils in need of 'catch up' in relation to national expectations.</p> <p>Funding used to train and release identified TAs to lead work.</p>	<p>£10000</p> <p>INCLUSIVE OF DELIVERY AND TRAINING FOR STAFF & USE OF PHONICS LEADER TIME</p>	<p>To 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>PPG pupils across the school – as relevant.</p>	<p>To improve engagement with learning PPG pupils have the chance to take part in curriculum enrichment activities after school/ educational and residential visits irrespective of income.</p>	<p>£6000 RESIDENTIAL OPPORTUNITIES 'BORWICK'</p> <p>£5000 OTHER ALLOCATED EDUCATION VISITS & EXTRA-CURRICULAR OPPORTUNITIES</p>	<p>Ensure all PPG children continue to have maximum opportunity to access our wider curriculum provision as this enhances greatly from 2019/2020 onwards.</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 new classroom setting.</p>	<p>£22764 TA3 – DESIGNATED TO SUPPORT SPECIFIC GROUPS OF PPG ACROSS KSI – MOST NOTABLY IN YEAR 2.</p> <p>BRINGING PHONICS</p>	<p>To 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>Work towards the reduced impact of social and emotional barriers to learning and progress for PPG pupils – specifically those who also are on the school SEND register.</p>



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		EXPERTISE, IN PARTICULAR, TO FOCUS EARLY READING GROUP.	
PPG Pupils with attendance below national average and specifically below 95% and persistent absence.	<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>£9890</p> <p>NEW INTERNAL MULTI-AGENCY ATTENDANCE TEAM – RELEASE TIME, DESIGNATED WORK AND ADDITIONAL ROLES.</p> <p>(EW/LC/RH/JM/GD)</p>	<p>To improve the attendance and punctuality for PPG pupils at Mayfield – most specifically the number of pupils persistently absent.</p>
PPG Pupils in Y5/6 mathematics – in the first instance – who are WTS or at risk of falling below EXS in this subject area.	<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>£22500</p> <p>ALLOCATED TO FUND RELEVANT TRAINING FOR 3X TAs, MATHEMATICS LEADER & Y5/6 TEACHERS</p> <p>THIS WILL ALSO COVER PROGRESSION TO Y3/4 DURING LATE SPRING TERM INTO SUMMER TERM</p> <p>FUNDING ALSO INCLUDES RELEVANT RELEASE TIME FOR MATHEMATICS LEADER TO MANAGE AND MONITOR IMPACT</p>	<p>To 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>

TOTAL PPG EXPENDITURE	£159360
PPG GRANT:	£157420
DIFFERENCE	£-1940*

* It should be noted that school leaders have specifically planned for the over-spend when setting budgets for 2019/2020 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 2019/2020 this range of evidence includes:

- End of Key Stage Data (To March 20th 2020)
- 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.

SUMMARY OF IMPACT

(SUMMATIVE TO WHOLE SCHOOL CLOSURE ON MARCH 20TH AND SUPPLEMENTED WITH ANY RELEVANT ONGOING EVIDENCE BETWEEN THEN AND 31ST AUGUST 2020.)

ENGAGEMENT AND IMPACT DURING COVID CLOSURE: MARCH 23RD – AUGUST 31ST 2020

Whilst certainly not strategically planned (how could it be) it is notable that during the key worker and vulnerable opening period from 23rd March and from the June opening to years R, 1 and 6 that Mayfield Primary School was open every school day and every holiday weekday to every available child. Thereby maximising our offer from the first day to the last day of this unprecedented period of time.

We continued to use our resources to ensure that our CAF/TAF and other work with external colleagues continued remotely without any delay or cancellation. We ensured that our Family Learning Mentor and supporting safeguarding team were monitoring the well-being and progress of our vulnerable and disadvantaged families. We continued to monitor and support the progress of our looked after children and each were given regular time for checks and reporting.

It is important to note the sustained impact and provision for this group during this time. 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 from 2019/2020.

WIDER ACADEMIC ACHIEVEMENT

Of the six GLD targeted disadvantaged children in EYFS. 100% of them were on track to achieve GLD and clearly inclusive of their ELGs in reading, writing, number and shape, space and measure. Four children arrived working well below expected attainment on entry. Two of which arrived at mid-point in the year, two were vulnerable due to outside issues, one has an EHC Plan and the other child is EAL. These four children have made significant steps in their targeted Communication and Language areas and in their reading and writing but were not targeted to achieve a GLD due to their low starting point. However, we wish to note that significant short term progress was made towards their ELGs when school fell under the lockdown restrictions on March 20th. As a result, these four disadvantaged children were gaining ground towards expected standard which is key moving forward.

It is important to note that the vulnerable, disadvantaged children were given additional pastoral and emotional support in order to reduce barriers to learning which have in turn impacted in the ways summarised above.



Of the six children in the disadvantaged group in year 1, each of those who left EYFS having achieved their ELGs in reading, writing and mathematics areas were all on track for expected standard at March 20th, with a significant minority being targeted for greater depth judgements by the end of KSI indicating stronger sustained progress from their starting points.

Of those children, in year 1, who did not achieve a GLD in EYFS, all continue to diminish the difference from their starting point with two of these currently receiving additional intervention as part of the outlined actions in the main section of this report in further attempts to close the gap to expected standard. This will prove a challenging target but resources have been clearly targeted at this early age to close a gap as soon as possible. With 100% of these children falling under our 'currently vulnerable' category and 75% on our SEND register – the support reaches beyond purely academic intervention with the planned engagement of the Family Learning Mentor and external colleagues.

67% of the children (4/6) in year 2 are under our vulnerable category, including one CLA and 50% are SEND (with one EHC Plans) and therefore some aspects of their Pupil Premium funding in this cohort were targeted (as per the above plan) to break down specific social and emotional barriers as much as academic priorities.

These children formed an essential part of our new nurture lunchtime provision and resources. Extensive planned intervention has taken place for four of the above children, whilst external support was identified and brokered for 50% of this group.

Although the academic year was curtailed and therefore is difficult to quantify with numeric progress, we have seen each of these children attending school consistently well, showing improved mental well-being. Engagement from families has notably moved forward and despite prior attaining low starting points in all core areas for 50% of the group we have seen children diminishing the difference between their outcomes and that of their non-disadvantaged peers in some notable areas.

As of March, a strong minority of this group were on track for high in year attainment including progress towards a greater depth judgement in reading, writing and mathematics or building a profile moving strongly in this direction.

35% and 43% of the LKS2 cohorts represents our largest disadvantaged cohorts in school (after the departure of the year 6 cohort in July 2020). The challenges in these cohorts to children leaving KS2 working at expected standard relate strongly to social and emotional barriers – 60% of the year 3 disadvantaged cohort are currently actively engaged in our pastoral and nurture development work under the leadership of the Inclusion Manager and Family Learning Mentor, whilst 49% of the year 4 disadvantaged group have moved into Mayfield during the last three terms – with a high number of three already in receipt of external support prior to arrival. This has presented a different challenge and approach in these cohorts and whilst members of this group are targeted for pure academic, short, sharp intervention there are a much larger number whose journey towards diminishing differences will only truly be unpicked by our social and emotional support systems having an impact firstly. Despite these very differing circumstances in LKS2, we have still seen our groups working below expected standard, in both year groups, reduce and have seen a small growth in the number of children being targeted for attainment beyond expected standard, whilst retaining on track an overall majority of children who entered the key stage at expected standard. The ongoing impact of the social and emotional support remains key to these continued steps forward – whilst improved attendance from this cohort has also contributed to the steady growth and further potential growth over time.

Our current year 5 cohort continue to make sustained progress with 75% of this disadvantaged group on track to meet expected standard or better in reading, writing and mathematics. This figure has steadily built over the last year and represents continued growth from KS starting points. The most notable current areas of progress are in writing and mathematics. Of the 25% (4 pupils) working below expected standards all are diminishing differences to our non-disadvantaged cohort overall in all subjects with particular progress for those who were, upon KS entry, working well below expected standards.

Until their departure in July 2020, the year 6 cohort represented our largest disadvantaged cohort at 57% (31 of 54 children), yet represents the cohort with the greatest progress from KS2 entry. Despite the lack of external tests during May 2020, school undertook formal, summative tests in reading and mathematics and made summative writing judgements at its interim assessment window (between 9th-13th March). These were cold assessments to indicate final areas of support in the Summer Term however proved effective in measuring the cohort's final overall achievement when schooling was disrupted from March 20th onwards. Almost all of this cohort made progress from starting point with the most significant movement being in the number of pupils who were working at standard from a working towards starting point four years previously. Whilst a small minority did not meet expected standard (not targeted from extremely low starting points) our current conversion of children to expected standard across reading, writing, mathematics and combined attainment



demonstrated the diminished differences between themselves and the non-disadvantaged group. Most importantly, the non-disadvantaged cohort demonstrated significant progress over this similar time which places the disadvantaged groups own achievement in a positive, comparable context. When considering that 39% of this disadvantaged cohort also remained under our vulnerable group for social and emotional intervention or external agency involvement this indicates a notable achievement – albeit largely losing the Summer Term and accepting the usual end of key stage national processes did not occur (however this should not mean that we cannot celebrate the progress and indicate attainment of our pupils to that stage).

ATTENDANCE IMPACT SUMMARY

The impact of our attendance work has now seen 66% of our disadvantaged group either making a significant and rapid improvement in attendance, meeting or exceeding the latest national average or both elements combined.

One of the most notable achievements within our work is that 16 external arrivals to our disadvantaged group arrived with either a long term trend of low attendance (below 93%), persistent absence or attendance related issues with siblings in school. By the end of full school opening on 20th March 2020, 94% (15 of 16 children) were now showing greatly improved attendance in relation to their previous trends. After identifying this a key sub-group and diverting our staffing resources towards this, we are particularly pleased with the impact of the work. 69% of these children also meet our challenging personal targets set, all of which were set beyond 96% attendance.

A further 16 children were targeted for attendance improvement from our disadvantaged group as part of our multi-agency work. 13 of the 16 showed significant improvement meaning 81% of children had been impacted positively by our focused attendance work here. Each of the families had demonstrated a profile of less than 93% over more than one year and to achieve our targets with all but 3 children was a significant step forward for school.

We set an informal aim for each cohort to ensure that greater than 50% of their disadvantaged group showed rapid improvement in attendance and/or met/exceeded the national average at that time. This aim was achieved in all 7 year groups with 5 of these cohorts showing between 67% and 75% conversion figures.

Finally, we identified 15 hard to reach children/families with extremely low attendance in the disadvantaged group and with other significant barriers to regular attendance. We targeted for 10 of these children to move out of a trend of persistent absence and 9 of those achieved this with the remaining child just 0.26% away from this. Whilst some of their attendance remains low overall and this group remain a long-term focus, these highly significant steps mean we have already gained a higher threshold to build from.

The PP funding impacting upon attendance must remain a priority. There is still much to be done. Further families to work with and this current work must continue but the key is the forward movement we have taken and continue to take and the individual steps forward shown above. The impact is there. There remains a body of work to do and the PP funding will take account of this in 2020/2021.

SOCIAL & EMOTIONAL DEVELOPMENT

Mayfield has seen a continued rise in the social and emotional 'well-being' needs of the pupils across school – most notably for those children arriving at Mayfield within year. 73% of the children arriving within the last three terms are currently, or have recently been, engaged with external agency support and school based intervention in their previous settings. This has placed huge unannounced pressure on the inclusion, pastoral, safeguarding and nurture teams. All within a school climate of a reducing budget and a necessary staffing re-structure seeing the loss of a number of colleagues during the year. Therefore it remains, in our view, a notable achievement that school is constantly able to respond dynamically to huge levels of need arriving into the disadvantaged group and finds way of deploying staffing and funds in this ever-changing, unpredictable context. It should therefore be noted that whilst we would always like additional funds to do more, that we have delivered everything we ultimately planned and needed to do including support for families.

A significant commitment the new leadership team has made, is the development of the Nurture Room and relaxed meeting space. Whilst the use of this room has been curtailed by the Covid-19 situation (its completion was mid-February), it demonstrates our long term direction to personalising the curriculum for a key number of children who are on both the disadvantaged and vulnerable registers in order to see them making sustained progress upon their return to their 'regular' settings. We cannot see the full implementation of this and its impact yet, but the clear, planned investment for long term personalised learning now has its practical setting.



Additionally, school has targeted lunchtime provision as a key time of the day for members of our disadvantaged cohort. The 'Fit to Learn' lunchtime with its play zones and nurture lunches has had significant targeted use of PP funding 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 only worry will be that Covid-19 restrictions will limit some of the possible areas of play zone delivery during 2020/2021.

As a result of these above elements, and all of those outlined in our plan, we also measure the impact of our social and emotional work in the following ways.

- ✚ Parent Voice – gathered annually shows the strong level of impact that targeted families feel we have. All families identified engage daily with school.
- ✚ 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 – we now see, via CPOMs, and staff verbal reports a readiness to learn from target Disadvantaged and Vulnerable pupils at the start of afternoon learning in particular.
- ✚ Greatly increased numbers of outside agencies are able come into school to work with our pupils in a suitable, safe space that encourages 1-2-1 work.
- ✚ Since the initial introduction of the relaxed meeting space for difficult conversations/meetings hard to reach families are finding it easier to engage and have a safe 'reduced barrier' space to talk and confide.
- ✚ The creation of a more open forum space and soft start for parent discussions has seen previous attendance concern families now engaging more pro-actively leading to increased attendance – at least in the short term – most notably for some persistent absence pupils.
- ✚ As a result of funding, the overwhelming majority of identified pupils fully access and participate in our planned extra-curricular and wider-curricular activities, visits and residential opportunities i.e. disadvantaged pupils accounted for over 50% of total attendance at week long residential - a significant figure and the highest achieved yet by school.

AS A RESULT...OUR 2020/2021 PLAN NEEDS TO CONSIDER

- 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 with 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.