



Primary School

Pupil Premium Development Plan 2020-2021

PP Lead: Poppy Garrod

Mayfield Primary School - Diminishing the difference for children eligible for PP and others.



- The following actions will support us to strive for equality for all our children.

1	<p>Know who we are:</p> <ul style="list-style-type: none"> Teachers are able to identify children in their class who are eligible for PP, know their strengths and areas for development and have a clear understanding of any social or emotional issues.
2	<p>Feedback:</p> <ul style="list-style-type: none"> Teachers will mark PP children's first, regardless of their ability. Teachers will ensure that they have a RTM conversation with PP children at least once a week or read with them 1:1.
3	<p>Roles of responsibility:</p> <ul style="list-style-type: none"> Every PP child will hold a role of responsibility during their time at Mayfield.
4	<p>Pupil Progress Meetings:</p> <ul style="list-style-type: none"> PP children will be discussed first in pupil progress meetings and support/interventions provided monitored by CT with entry and exit data to track progress
5	<p>Attendance:</p> <ul style="list-style-type: none"> Teachers will monitor attendance of PP children and telephone parents when children are absent from school after two days.
6	<p>Parent consultations:</p> <ul style="list-style-type: none"> Consultations will be led by PP children, and linked to their spirals' books with both parent/carer and class teacher present in KS2.
7	<p>Enhancement activities:</p> <ul style="list-style-type: none"> Where there are limited places PP children will be considered first for activities
8	<p>Book Buddies:</p> <ul style="list-style-type: none"> PP children will be considered first when partners are organized for book buddies.
9	<p>Raising confidence:</p> <ul style="list-style-type: none"> Teachers will ensure that PP children are regularly asked to model learning, answer questions and share their work in all areas of the curriculum.

Overview	<p>The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. The funding is allocated to Local Authorities and schools with pupils from Reception to Y11 who are eligible for free school meals (FSM), are looked after or have parents currently in the Armed Forces.</p> <p>From April 2012 the coverage of the Premium was widened to include those eligible for FSM at any point in the last six years.</p>
Total amount allocated to the school	<p>2011-12, financial year allocation £15,128 2012-13, financial year allocation £26,400 2013-14, financial year allocation £43,785 2014-15, financial year allocation £60,000 2015-16, financial year allocation £67,900 2016-17 financial year allocation £55,000 2017-18, financial year allocation £81,100 2018-19 financial year allocation £77,450 2019-20 financial year allocation £78,500 2020-21 financial year allocation £78,665</p>
Explain how the previous year's allocation was spent	<p>At Mayfield we support all children with appropriate intervention, catch-up programmes and discretionary cases where help with finance is requested. We run a range of programmes and activities to support vulnerable children and families. These include children with FSM. We aim to raise attainment and achievement for children to at least expected levels and to provide a broad curriculum that will engage and inspire children</p>
Statement about the effect of the expenditure on the education attainment for those pupils who were eligible for pupil premium	<p>We track progress for all children across the school. Each term we assess the children and consider their progress. From this analysis we target children for support as appropriate from more intensive tracking to interventions, further in class support or catch-up programmes.</p> <p>Parents should be aware of any specific interventions that their own child takes part in and progress is discussed in meetings and in the end of year report.</p>

Quality First Teaching for Pupil Premium Children

At Mayfield we use the following strategies in class to support our Pupil Premium children:

- Pre-teaching new concepts (particularly in maths)
- Working in guided groups during lessons
- Short follow-up sessions throughout the day based on whether children have achieved the learning objective
- In year six, there are after school SATs revision sessions taught by the class teacher and the head teacher
- Carefully selected seating plans so that pupil premium children can work with positive role models near the front of the class
- Using lolly sticks to improve engagement and participation
- Marking pupil premium children's books first so marking is of the highest quality
- Pupil Premium review meetings based on developing deep knowledge of pupils' capabilities and interests
- Termly Spirals of Inquiry conversations which record children's perceived and actual next steps in learning
- Using outdoor learning to transfer awareness of metacognitive reflection, language and skills into the classroom

2019-2020 Expenditure for PP

Item	Cost	Objective	Impact
Mayfield Offer to support residential trips, clubs and music tuition	£14,000	To enable children to participate in extra-curricular activities e.g. clubs, music tuition	<ul style="list-style-type: none"> • Positive impact on social and emotional well-being, especially the Rock Steady concerts • By attending the residential at the beginning of year six teachers and children are able to build positive relationships that support learning and well-being • Music tuition allows children to then access other clubs and activities such as orchestra and concerts • Access to extra-curricular clubs gives children the opportunity to identify areas of interest and particular strengths building self-confidence and well-being.
Targeted TA support for programmes eg 1:1 phonics, Numicon, LP targets, Lego Therapy, 1:1 daily reading, Reading dog	£31,500	To support children's development in a range of areas e.g. emotional resilience, readiness for learning, academic achievement, social needs, attitudes to behaviour and learning	<ul style="list-style-type: none"> • Children enjoy personalised sessions and there is evidence of raised self-esteem. • 1:1 reading sessions have raised profile of reading both at home and at school and has enabled children to make more rapid progress and as a result access the wider curriculum more confidently • Year two phonics groups have focus groups for children receiving support at specific phases
Further resources purchased to support our phonics reading scheme	£1500	To support children to work independently and take ownership of their learning.	<ul style="list-style-type: none"> • Resources have engaged children encouraging them to read and develop number skills • The maths resource has given children the opportunity to complete engaging maths tasks at home independently whilst gaining recognition at school through celebration certificates. Parents/carers are able to engage with the maths and support their children. • The reading scheme follows the national curriculum 'letters and sounds' program and through stories and games supports reading
Updating colour-banded books for KSI	£2000	Some colours needed refreshing with up-to-date books to inspire children's learning	<ul style="list-style-type: none"> • Ensured consistency between phonics teaching and children's access to appropriate books to their level • Helpful for when we have volunteer readers in (CUP) who can change children's books • New books are more relevant to the children's interests
Training to support quality first teaching	£1800	To provide TA's and teachers with appropriate knowledge and understanding to support children with specific needs	<ul style="list-style-type: none"> • Support specifically tailored to individual's needs. This year teachers have participated in training in maths mastery, grammar, supporting children with dyslexia, lesson chats.
Training to support teaching assistants to run programmes	£800	To ensure progress of children is tracked regularly and targeted support for children is provided.	<ul style="list-style-type: none"> • Support for children was tailored to their needs and Interventions reviewed termly and monitored for impact.
PP lead-teacher monitoring and supporting	£2500	To provide individualised support	<ul style="list-style-type: none"> • Specific pupil progress meetings to discuss pupil premium children with each class teacher occurred each half-term. We discussed

children/liaison with parents		for children and support teachers	home/school areas of concern. Teachers commented that it was good to have specific time to discuss these children. Specific actions benefitting children were agreed by each teacher.
PP lead-teacher advising and liaising with class teachers and support staff	£1000	Teachers will have a deep knowledge of their pupil premium children	<ul style="list-style-type: none"> Teachers and support staff have received regular support and guidance through SDP staff meetings. Teachers are able to discuss any areas of concern and receive support to access resources for their pupil premium children. From the pupil premium review meetings children the number of children attending Rock Steady increased throughout the year.
Specialist Maths teacher	£3,000	To provide individualised support for children Support teachers with planning Plan and teach maths in Y6	<ul style="list-style-type: none">
Specialist English Teacher	£4,000	To provide individualised support for children and support teachers to deliver quality first teaching	<ul style="list-style-type: none"> Two Tracks groups run from years 3-5 Collaborating on setting up a reading intervention which didn't start because of lockdown. Chesterton volunteers had just begun helping readers then it was lockdown
Clubs to support language development	£1,800	To develop language acquisition and verbal reasoning skills	<ul style="list-style-type: none"> Progress was monitored and evidence of increased engagement and participation in learning was evident as well as parental engagement
Resources for clubs including books and materials	£900	Picture books purchased that promoted particularly good opportunities for questions and 'talk' Art and craft materials provided that supported and extended opportunities for story-telling and 'book talk'	<ul style="list-style-type: none"> Progress was monitored and evidence of increased engagement and participation in learning was evident as well as parental engagement
Resources for creating cultural capital during afterschool stay and play groups	£900	To improve children's understanding, language and vocabulary of the wider world.	<ul style="list-style-type: none"> New library books purchased and distributed. After school reading café set up which improved parental engagement and usage of the library.
Purchase of computing software to support reading and writing	£2300	To support children's learning through targeted support which is appropriate to their academic level.	<ul style="list-style-type: none"> Clikr writing software has improved children's confidence in writing. It helps children to correct spelling and supports their sentence and grammar structure. Another benefit is that our PP/ SEND children can work more independently when writing.
Facilitation of spirals of enquiry educational approach	£1500	To allow teachers to gain a depth of understanding of their children.	<ul style="list-style-type: none"> Having 1:1 conversations with pupils allows for individual progress to be discussed and areas for improvement agreed and understood between teacher and child.

NPQML pupil premium research/ intervention project	£2000	To develop the skills needed to be an effective leader for pupil premium lead.	<ul style="list-style-type: none"> Deeper links have been created at a whole level to support our most vulnerable pupils. Teachers have access to support and advice for supporting pupil progress.
1:1 TA support for pre-teaching maths	£4000	To provide intervention and pre-teaching for children most likely to fall behind.	<ul style="list-style-type: none">
Membership of Whole Education and training	£2,500	To connect with like-minded schools and share good practice.	<ul style="list-style-type: none"> Spirals of Inquiry has been adopted at Mayfield to improve teachers' understanding of their children. Teachers' planning and their knowledge of how best to support their children has improved.
Resources for outdoor learning	£500	To develop child-led learning opportunities.	<ul style="list-style-type: none"> Children have developed a love of the outdoors. They create their own learning experiences in collaboration with others using well-stocked and exciting resources.
Total	£78,500		

Impact of Pupil Premium Funding for children at the end of 2019 - 2020:

	Attainment	Progress
EYFS: (4 children)	GLD : 3 out of 4 children achieved GLD	All children made better than expected progress
Year 1 (11 children)	Phonics Screening check: N/A Reading: 5 out of 11 achieved EYE Writing: 6 out of 11 achieved EYE Maths: 6 out of 11 achieved EYE	Reading: 2 out of 11 children made expected progress Writing: 3 out of 11 children made expected progress. Maths: 3 out of 11 children made expected progress.
Y2: (8 children)	Reading: 4 out of 8 achieved EYE, 1 out of 8 exceeded EYE Writing: 6 out of 8 achieved EYE Maths: 4 out of 8 achieved EYE, 1 out of 8 exceeded EYE	children who have attended Mayfield from Reception – 6 children Reading: 4 out of 7 made expected or better progress Writing: 6 out of 7 made expected or better progress Maths: 5 out of 7 made expected or better progress
Y3: (10 children)	Reading: 2 out of 10 achieved EYE; 1 out of 10 exceeded EYE Writing: 1 out of 10 achieved EYE; 1 out of 10 exceeded EYE Maths: 4 out of 10 achieved EYE; 1 out of 10 exceeded EYE	children who have attended Mayfield since beginning of year 2 – 9 children Reading: 7 out of 9 made expected or better progress Writing: 8 out of 9 made expected or better progress Maths: 9 out of 9 made expected or better progress
Y4 (11 children)	Reading: 7 out of 11 achieved EYE; 2 out of 11 exceeded EYE Writing: 7 out of 11 achieved EYE; 1 out of 11 exceeded EYE Maths: 7 out of 11 achieved EYE; 1 out of 11 exceeded EYE	children who have attended Mayfield from year 2 to year 4 – 9 children Reading: 6 out of 9 made expected progress Writing: 7 out of 9 made expected progress Maths: 9 out of 9 made expected or better than expected progress
Y5 (7 children)	Reading: 2 out of 7 achieved EYE; 2 out of 7 exceeded EYE Writing: 1 out of 7 achieved EYE; 1 out of 7 exceeded EYE Maths: 2 out of 7 achieved EYE; 1 out of 7 exceeded EYE	children who have attended Mayfield from year 2 to year 5 – 6 children Reading: 6 out of 6 children made expected progress Writing: 6 out of 6 children made expected progress Maths: 5 out of 6 children made expected progress
Y6 (9 children)	Reading: 5 out of 9 achieved EYE SPAG: 7 out of 9 achieved EYE Maths: 6 out of 9 achieved EYE Writing: 3 out of 9 achieved EYE; 1 exceeding EYE	children who have attended Mayfield from year 2 to year 5 – 6 children Reading: 4 out of 6 made expected progress Writing: 4 out of 6 made expected progress Maths: 3 out of 6 made expected progress

Aims for 2020-2021

Aim 1	To identify and address gaps in children's learning following '2020 Lockdown'	
Proposed outcome	Children will make accelerated progress in reading, writing and maths	
Expenditure	On Line Learning Platforms (RM Easimaths, Bug Club, Times Table Rockstars, Spelling Shed, Digimaps)	£1,500
	Training to support quality first teaching (CollectivEd Award)	£200
	PP lead-teacher advising and liaising with class teachers and support staff	£1,500
	Specialist Maths teacher	£2,500
	Specialist English Teacher	£3,500
	Additional Teaching support in identified year group	£8,000
	Resource packs to support PP children during lockdown	£4,000
Aim 2	To support children's emotional and social well-being	
Proposed outcome	Children demonstrate that they are confident to talk about all aspects of school and can identify what they need to do to overcome difficulties	
Expenditure	Facilitation of spirals of enquiry educational approach	£3000
	Resources for outdoor learning	£800
	Forest School Training	£1000
Aim 3	To utilise the wealth of experience and skills that teaching assistants possess to support children both academically and socially and emotionally	
Proposed outcome	Children will make accelerated progress in learning, and will be able to confidently identify adults in school that are their support network	
Expenditure	Targeted TA support for programmes eg 1:1 phonics, Numicon, LP targets, Lego Therapy, 1:1 daily reading, online support during lockdown	£40,405
Aim 4	To support children to access the broader curriculum to increase their 'cultural capital'	
Proposed outcome	Children will have an active interest in the broader curriculum as well as engage in opportunities available to them outside of the classroom	
Expenditure	Mayfield Offer to support residential trips, clubs, music tuition, breakfast club and after school club	£7,500
	Membership of Whole Education and training	£2,500
Aim 5	To address barriers to learning at home	
Proposed outcome	All children to have access to devices and Wi-Fi at home and parents to feel supported by school in order to support children at home.	
Expenditure	PP lead-teacher monitoring and supporting children/liaison with parents	£1,500
	Purchase of data devices to support home-learning	£750
Total		£78,655

Pupil Premium Targets 2020-2021 – Set end of autumn term 2020

Year group	Reading %		Writing %		Maths %		Combined %	
	All	PP	All	PP	All	PP	All	PP
FS	80	86	80	71	82	71		
1	90	66	76	66	93	66	73	66
2	72	50	53	30	65	50	52	30
3	72	44	58	44	68	44	58	44
4	67	50	56	40	56	40	47	30
5	68	21	59	14	68	29	53	14
6	78	66	60	33	78	58	59	33

Aim 1	To identify and address gaps in children's learning following '2020 Lockdown'
Proposed outcome	Children will make accelerated progress in reading, writing and maths
Actual outcome	
Starting point	Children will all be baselined on return to school Additional teaching staff will be allocated to 'bubbles' based on summer 2020 pupil progress meetings/teacher assessments/engagement with home learning over lockdown
Record of progress Date:	<p>Autumn 1 update:</p> <ul style="list-style-type: none"> All children have been baselined and data recorded on OTrack Specialist reading teacher (RB) allocated to year 3 bubble in order to support writing and reading for identified children Timetable of 1:1 readers and phonics groups provided by RB Year six children being taught in three groups for maths. Specialist maths teacher to support identified group (taught socially distanced in large hall) Specialist maths teacher (ES) monitoring bubble interventions and offering advice and support to CTs <p>Next steps:</p> <ul style="list-style-type: none"> Carry out pupil review meetings with CT at end of Aut 2 and analyse data <p>Autumn 2 update:</p> <ul style="list-style-type: none"> Teacher assessments show that all children are making progress with many making accelerated progress (see OTrack grids). There is more accelerated progress in reading and maths. Progress in writing has been at an expected pace. Given the way in which children learn this is to be expected, but close monitoring of writing and a whole school focus will be key over the rest of the year. Gaps in higher level reading skills evident in year 4,5 and 6. <p>Next steps:</p> <ul style="list-style-type: none"> RB to run intervention groups in year 6 in Spring term with identified children Writing CPD planned for all teachers on January inset day <p>Spring 2 update:</p> <ul style="list-style-type: none"> Following spring term lockdown children are now in school. Teachers will assess gaps in learning prior to Easter Holidays and when they feel it is appropriate for the children Significant lack of engagement with year 5 PP children and home learning Interventions have been timetabled via Zoom where appropriate <p>Next steps:</p> <ul style="list-style-type: none"> ES to work with Y5 children in summer term for maths. ES to speak to CTs re grouping and planning. ES has been planning Y5 maths this academic year so will continue to do so. ES to work use 20 minutes prior to morning break to complete 1:1 with identified Y6 children to address specific gaps RB to continue to work with Y3 identified children with Tracks and guided reading as well as with children from Y5. (see timetable for summer term)

Aim 2	To support children's emotional and social well-being
Proposed outcome	Children demonstrate that they are confident to talk about all aspects of school and can identify what they need to do to overcome difficulties
Actual outcome	
Starting point	Teachers will plan activities to support talking and collaborative activities on return to school Teachers will complete spirals conversations with children to gain a better understanding of individuals lockdown experiences
Record of progress Date:	<p>Autumn 1 update:</p> <ul style="list-style-type: none"> New class teachers updated from last year's teachers regarding engagement with online/learning or at school

	<ul style="list-style-type: none"> Teachers have had 1:1 spirals conversations with each child and have identified any specific areas of concern or for development. See spirals books. It has been noted that overall behaviour has been better whilst children are in class bubbles. Planning around how we expand the bubbles when we are directed that we can do will be key to continuing to promote the children's confidence and well-being <p>Next steps:</p> <ul style="list-style-type: none"> Follow up and monitor outcomes of spirals conversations <p>Autumn 2 update:</p> <ul style="list-style-type: none"> Classes continue to be working in bubbles, so there are a limited number of adults available for children to talk to. Ordinarily children would have mentors where appropriate, that have been chosen by the child, but this hasn't been possible whilst in bubbles <p>Next steps:</p> <ul style="list-style-type: none"> CT's to continue to check in with individual children <p>Spring 2 update:</p> <ul style="list-style-type: none"> During lockdown SS and PA monitored the uptake of live sessions and online learning. Where there was a lack of engagement SS and PA telephone/zoomed with parents to support them. On a case by case basis we considered whether individual children should be in school and whether we were able to accommodate them to support their well-being. Children back in school from 8th March Teachers have had 2 CPD sessions using the text 'Permission to feel' with the aim of understanding and promoting the skills to express emotions and then have tools to manage them. TAs have had one session as above. Second to follow MoodMeter posters purchased for each classroom as a starting point to increase vocabulary and as a talking point on children's return to school <p>Next steps:</p> <ul style="list-style-type: none"> → Summer term Spirals conversations to take place first half of summer term → TAs to complete 2nd CPD session on 'Permission to Feel'
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Aim 3	To utilise the wealth of experience and skills that teaching assistants possess to support children both academically and socially and emotionally
Proposed outcome	Children will make accelerated progress in learning, and will be able to confidently identify adults in school that are their support network
Actual outcome	
Starting point	Identify how teaching assistants have supported individuals during lockdown via 'Zoom' sessions and investigate how this approach can be utilised in school
Record of progress Date:	<p>Autumn 1 update:</p> <ul style="list-style-type: none"> During lockdown TA's that were shielding or not required in school were supporting children with interventions via Zoom. We need to continue to harness these skills and the increased confidence that our staff our demonstrating to support children whether online or face to face How can we encourage an ethos of TA's as well as teachers taking on the role of PP champions as these adults are often ones that are mentioned by children in spirals conversations <p>Next steps:</p> <ul style="list-style-type: none"> → Ensure all TAs are aware of who PP children are in their bubble → Identify where TAs in the class have time to support children with interventions <p>Autumn 2 update:</p> <ul style="list-style-type: none"> Teachers have timetabled TAs to support with 1:1 reading/interventions During the November lockdown TAs shielding at home were utilised to support children via Zoom in school <p>Next steps:</p> <ul style="list-style-type: none"> → Involve TAs in spirals conversations/provide further training for TAs in spirals to ensure that the approach maintains centre stage in our ethos – Spring term

	<p>→ Monitoring interventions for PP children in each class to ensure that all TA time is being used effectively</p> <p>Spring 2 update:</p> <ul style="list-style-type: none"> • Children back in school from 8th March • TAs continued to provide intervention throughout this lockdown. Those that have had to continue to shield have been supporting children in school. One TA quite literally sits on a child's desk on the laptop and keeps child on track. The success of this is comes from the trusting relationship that this child has developed with TA. Due to disruption of lockdowns this relationship has not been possible to develop in the same way with CT. Another class has a laptop open in the corridor and the children pop out of class to read/or do other activities with a TA who is at home. <p>Next steps:</p> <p>→ Develop this approach so that when TAs who support SEN children are able to they can also support PP children either in their own class or in other classes. An example of this would be during a PE lesson where they may be required to be on hand, but they are not actively involved in the teaching, or where there is an opportunity for an SEN child to have 15 minutes to work with other children or to work independently.</p>
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Aim 4	To support children to access the broader curriculum to increase their 'cultural capital'
Proposed outcome	Children will have an active interest in the broader curriculum as well as engage in opportunities available to them outside of the classroom
Actual outcome	
Starting point	To continue to monitor the uptake of clubs and music lessons provided by the Mayfield offer and attendance by year 6 children of the residential trip.
Record of progress Date:	<p>Autumn 1 update:</p> <ul style="list-style-type: none"> • Due to lockdown clubs are not currently running. As they start we will continue to monitor the uptake and encourage PP children to attend clubs • Deposit due for year 6 residential from current year 5s. SS telephone parents where deposit not paid to offer again a funded place for PP children <p>Next steps:</p> <p>→ Monitor uptake of activities</p> <p>Spring 2 update:</p> <ul style="list-style-type: none"> • During lockdown several teachers accessed on line CPD with the Fitzwilliam Museum in Cambridge and then shared it with teaching staff in a Zoom meeting. They looked at opportunities to use the museum to support teaching across the curriculum. • Year six children had the opportunity to speak to a para-olympian via Zoom as the result of entering an online competition <p>Next steps:</p> <p>→ PG to speak to teachers in year 3 to 6 re the possibility of running a 'springboard' club for invited children in each year group in the summer term. The club would support not only maths and English but be an opportunity to develop language skills and individual interest.</p>

Aim 5	To address barriers to learning at home
Proposed outcome	All children to have access to devices and Wifi at home and parents to feel supported by school in order to support children at home. (<i>links to Aims 4 and 5 of SDP</i>)
Actual outcome	
Starting point	Identify children with continued limited engagement with home learning.
Record of progress Date:	<p>Autumn 1 update:</p> <ul style="list-style-type: none"> • Distributed DFE laptops to children to keep at home

- Continued to use on line platform to set homework, in this way we are able to see who is engaging/who has access and address
- Purchased dongle and data for 2 PP families
- Have begun pilot for parenting course for reception parents and will follow up with a questionnaire.

Next steps:

- ➔ Monitor seesaw homework and tapestry engagement of those with devices/dongles

Autumn 2:

- 6 families took up the offer and the feedback was 100% positive and has supported our understanding of how to run the course. Groups of no more than 6 families were felt to be most effective particularly when participating on line.
- Use of devices at home not always monitored – one laptop screen broken. Only send home laptops at weekends

Next steps:

- ➔ Run Parenting course again in spring term and invite specific families. Consider running again for reception and also for year 3

Spring 2:

- SS and PA monitored uptake of live lessons and Tapestry and Seesaw activities and telephoned parents to offer support where there was a lack of engagement. Zoom meetings held with children/teacher and head to encourage engagement. Individualised timetables provided. Resource packs dropped at houses.
- A specific group of our school community have continued not to engage with home learning. Many of our PP children come from this community. We are currently asking other schools across the country through our connection with Whole Education to see if other schools have identified successful approaches to overcoming this issue. It will be an aim on next years SDP

Next steps:

- ➔ Run online parent sessions to support understanding of the use of our online learning platforms