

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2023 to 2024 academic year, 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 spending of pupil premium had within our school.

School overview

Detail	Data
School name	Mayfield Primary School
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sarah Stepney Headteacher
Pupil premium lead	Sarah Stepney Pupil Premium Lead
Governor / Trustee lead	Alison Cox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,956.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Covid catch up funding	£9,932.50
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£106,889

Part A: Pupil premium strategy plan

Statement of intent

Mayfield is a place where everyone is welcome, where our diversity enriches us all and where we do our best for ourselves and for each other. Our intent is to provide an environment where all children can excel, and are excited, independent learners who motivate and help one another irrespective of their background or the challenges they face.

Teachers consistently seek feedback from the children and other adults via 'responding to marking', pre-teaching sessions, and 'Spirals' conversations and as a result teachers' adaptive expertise is continually developing. The relationships that the teachers develop through 'Spirals of Inquiry' is central to the children's progress. Where children feel listened to, understood and valued they are able to articulate what they need to progress as successful learners. This is fundamental to supporting not only disadvantaged children, but all children to become confident learners and to make progress.

Regular pupil review meetings enable us to identify gaps in learning and put in place strategies to address this whether through quality first teaching, pre-teaching or specific interventions. In order that all children have the same opportunities at school, pupil premium children are eligible for the 'Mayfield Offer'. This provides funding for individual music lessons, extra-curricular clubs, holiday clubs and school trips.

Challenges

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

Challenge number	Detail of challenge
1	It has been identified that a significant number of children are displaying low-level challenging behaviour which is also sometimes linked to anxiety.
2	Communication: this year we have a significant number of children with complex communication difficulties entering reception. In order to make rapid progress interventions need to be in place during the first years at school. On entry 29% of the foundation stage cohort had significant need in the area of communication, with 80% of the PP children with in this cohort having significant need.
3	Grammar, punctuation and spelling (GPS) and handwriting: assessments continue to show that writing attainment is low and that two areas that need addressing are handwriting and the application of GPS

	40% of PP children are currently on track to achieve expected standard in GPS and writing.
4	Parental engagement: assessment over time shows that where parental engagement is strong there are better outcomes for PP children.
5	Wellbeing: through our termly teachers 'spirals' conversations with children, and through monitoring behaviour in school it is evident that there are significant emotional issues for some children who struggled to engage with home learning during 'lockdowns' and initially showed more difficulty integrating back into school life. Improvement has been seen over the last year but a focus is still needed of building resilience to engage with learning that they find challenging. The headteacher undertook training as the school 'Mental Health Lead'.
6	Maths outcomes: outcomes in maths were particularly low for PP children in years 2 and 6.

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
Class charts, our on-line behaviour reporting system, will show significant reduction in reports of low level disruptive behaviours across the school	<p>The Leadership Team (LT) will all be trained to deliver in school training for Cambridgeshire's Therapeutic Approach to behaviour management. Annual update training for them will take place. All staff will receive training in the Therapeutic Approach.</p> <ul style="list-style-type: none"> • Class Charts will be updated so that behaviour reporting is in line with the Therapeutic Approach • All staff will understand a clear protocol for de-escalating behaviours, and the chain of escalation in terms of reporting to LT • Children will receive a school wide consistent approach in terms of expectations, therapeutic conversations and next steps
80% of PP children will make rapid progress in Communication enabling them to gain a GLD at the end of the academic year	<ul style="list-style-type: none"> • Additional interventions to be put in place in the classroom to facilitate support for individuals specific needs • Speech & Language specialists at county will be invited to deliver staff training • Implementing Nuffield Early Language Intervention (NELI) will be considered following a review of interventions
Children will make accelerated progress in Handwriting and GPS in years 1 - 6	<ul style="list-style-type: none"> • A school wide handwriting programme will be introduced in the Autumn term • Identified children will participate in a handwriting programme recommended and monitored by the local authority • Regular GPS assessments that are standardised across year groups will show accelerated progress and evidence where gaps need addressing

	<ul style="list-style-type: none"> • Writing assessments will show that children are implementing their understanding in their independent writing. • GPS progress will be monitored by the leadership team in half termly data drops and pupil review meetings
Parents will recognise the importance of their role in supporting their children's learning	<ul style="list-style-type: none"> • Parent/carer champion/s to be identified to support links to community • All children complete homework tasks • All parents/carers attend parent/teacher consultations • All parents/carers are confident to use online learning platforms • Increased representation from all members of our community engage in extracurricular activities eg attend choir/samba band/football
Wellbeing: Children will have identified at least two adults that they feel confident to talk to; all staff will feel confident to refer children to the mental health lead to explore further support as necessary.	<ul style="list-style-type: none"> • Spirals weeks will continue to be planned and delivered with time for teachers to have uninterrupted conversations with individual children. Teachers will gain a deeper understanding of individual's needs, both academically and emotionally • The headteacher will continue in the role of school mental health lead and will liaise with the Mental Health Welfare Team (MHWT) to provide support for families and training for staff. • Termly planning meetings with the MHWT will ensure that support is in place, visible and timetabled across the academic year.
End of year assessments will evidence good or accelerated progress for children across the school in maths	<ul style="list-style-type: none"> • Termly pupil progress meetings and regular formative and summative assessments undertaken by the leadership team and the class teachers will evidence progress

Activity in this academic year

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: **£6,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Handwriting scheme	The handwriting scheme that has been identified is evidenced through use to be effective in supporting the development of handwriting across year groups. In addition the development of handwriting supports both spelling and fluency when writing.	3

CPD led by English Leads	Teachers understand the expectations of the handwriting scheme and feel confident to deliver it. There is consistency in approach across the school ensuring maximum progress as children transition from one year group to the next.	3
Therapeutic Training three day course for leadership team and annual update training	SLT or LT? Senior Leadership team have all received training to be a Therapeutic Approach in school trainer. SLT have the training reaccredited each year attending an update day. SLT support all staff to deliver this approach consistently through policies, online platforms and clear processes.	1 and 5
Teacher and LSM training in Therapeutic Behaviour Management	Teachers and Learning Support Mentors (LSMs) understand the Therapeutic Approach and are confident to consistently deliver it	1 and 5

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

Budgeted cost: **£68,889**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional bespoke intervention	Targeted children whose baselines evidence low outcomes in communication will receive interventions to support their needs. Parents will be informed of progress via Tapestry and encouraged to support their children with activities at home. Following review a structured programme – NELI – may be introduced.	2 and 4
Specialist Reading Teacher – TRACKS	Where children have continued to find reading acquisition difficult through the phonics reading scheme we have used in addition TRACKS, a whole word reading approach. We have evidenced that for some children this approach aids progress.	3

Daily 1:1 reading	Identified children benefit from daily reading not only through a clearly structured reading scheme, but also through the opportunity to work 1:1 regularly with a trusted adult from years 1 to 6.	3 and 5
Phonics intervention - targeted	The implementation of ELS supports teachers understanding more clearly, of where gaps arise and enables them to address them effectively. We have evidenced that through year 2 and 3 that the majority of those not having previously achieved the expected standard have done so by the end of year 2 or 3. This small group work supports the acquisition of reading and therefore language and is also a further opportunity for children to learn in a small, supported environment thus attending to their well being.	2, 3 and 5
Fine motor skills intervention	Improvement in letter formation, handwriting, and an ability to write in a more sustained way.	3 and 4
Communication intervention – Socially Speaking, Time to Talk, Understanding Spoken Language	These are all identified interventions that have shown to address specific needs around developing social skills, confidence and language.	5
Target work set by class teacher	Class teachers set SMART targets for individuals. Children are able to see the progress that they are making which builds resilience and motivation.	3 and 6
First Class @ Number	Project to be undertaken with identified children in year 2	6
RMEasimaths	Online platform to support learning at home in maths	6

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

Budgeted cost: £ £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Lead	The Government recommended training to be undertaken for this role and one of the head teachers has completed this in 2021. We have seen the benefits to the children of our Spirals conversations with adults and our half a day learning outside 'out and about'. Following the pandemic more	4 and 5

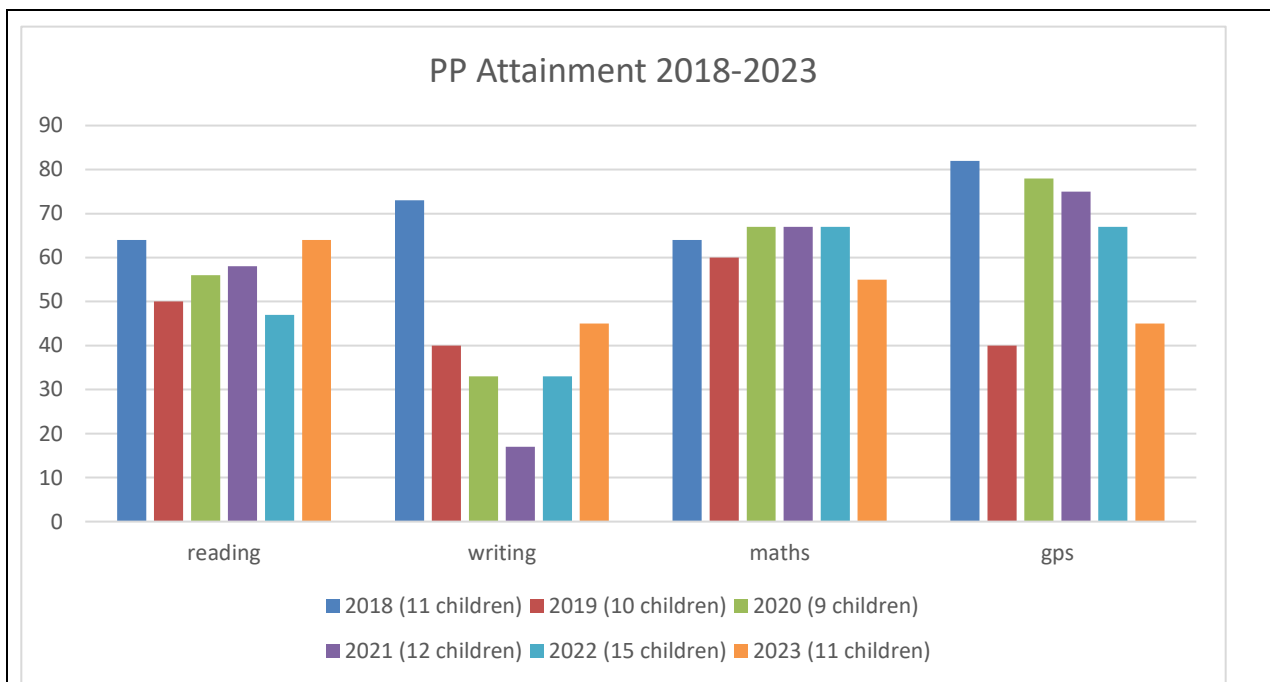
	<p>children are struggling to regulate behaviour and we have engaged the support of the NHS MHWT to support parents and children. Over the last two years a number of families have benefitted from interventions from the MHWT. We have seen changes in behaviour in school of these children.</p> <p>Training in specific areas of mental health – for example self-harm, have been delivered and a number of sessions are planned for the coming year.</p> <p>The MHWT provided small group sessions to support identified year 6 children with transition in the summer term and this will be organised again this year.</p> <p>The mental health lead meets with the MHWT half termly to discuss support for individuals, gain advice and organise further training for adults, whole class sessions and assemblies.</p> <p>Having a mental health lead allows all stakeholders to have one point of contact for advice and signposting, and allow for an overview of provision in school.</p>	
Spirals of Enquiry	<p>This is a research-based approach to teaching and learning that we have been engaged with for the last four years. Through understanding the needs of individual children both emotionally and academically and responding to these needs we have children have demonstrated increased resilience and academic attainment. This has been difficult to measure over the last two years as the opportunity for this approach has been limited but prior to the pandemic teachers reported greater engagement in the classroom and an improvement in academic attainment.</p> <p>We belong to 'Whole Education' who co-ordinate a network of schools and educationalists. We both receive support and support others with Spirals through Whole Education.</p>	2 and 5
Mayfield Offer	<p>All PP children have the opportunity to attend one club and to participate in 1:1 music lessons in school. Residential trips are funded by the school as well as other class trips throughout the year.</p>	1, 4 and 5

Total budgeted cost: £ 106,889

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.



Our internal and external assessments during 2022-2023 suggested that the performance of disadvantaged pupils was lower than expected in the GPS and maths.

One of our focuses for development this year continues to be that of parental engagement, as we have seen how the quality of this hugely affects children's learning and well-being. We have already held one parent coffee morning with the MHWT and class teachers are completing targeted sessions with parents to support learning.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be a significant issue and is particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, ensuring that we continued with our Spirals of Inquiry approach in order to understand the needs both socially and emotionally as well as academically of individuals.

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
Online learning platform	Seesaw
Online learning journal	Tapestry
Maths	RMEasimaths
Maths	Times Tables Rockstars
Spelling and GPS	Spelling Shed

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Utilising a parenting course to support engagement with harder to reach families.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. These are reflected in our 2021-22 SDP.

We looked at evidence from multiple sources including assessments, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils.

We will continue to evaluate our plan over the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.