

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2024 to 2025 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	399
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
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	£90,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£90,280

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	Writing outcomes: outcomes in writing were low across the year groups
2	Parental engagement: assessment over time shows that where parental engagement is strong there are better outcomes for PP children.
3	Wellbeing: through our teachers 'spirals' conversations with children, and through monitoring behaviour in school it is evident that there are significant emotional issues for some children. Some children lack resilience and we continue to focus on finding ways to build this so that children are ready to engage with learning. The leadership team continue to work together to identify children who would benefit from the MHWT and ELSA input that we are able to offer.
4	Attending clubs/music

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
1: Children will make similar progress to the non PP cohort	- Assessment of individual pieces of writing will identify gaps in knowledge and skills and inform planning - Pupil review meetings will identify where children need further intervention
2: Parents will recognise the importance of their role in supporting their children's learning	- Learning with parents' online homework platforms provides evidence of engagement in activities at home - Online Learning with parents reading log provides evidence regular reading at home – 4 times a week - Parents attend parent consultations - Parents attend subject specific information sessions provided by parents
3: 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.	- 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.
4: Attending clubs/music sessions	Monitoring of club attendance will show an increase in the number of PP children accessing clubs and music sessions

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
English Lead Release time	The English subject leader will have an increased amount of dedicated release time over the year in order to monitor progress with writing and plan for regular CPD sessions for staff. These sessions will be delivered on a rota over the course of each term to teaching staff to moderate writing, provide further training to deliver high quality GPS teaching, to implement a whole school intervention for sentence writing during the year. To analyse data from all of the above and plan next steps accordingly.	3
Therapeutic Training update training course for identified members of the leadership team	Leadership team have all received training to be a Therapeutic Approach in school trainer. Some members of the LT will have the training reaccredited each year attending an update day. LT 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

Budgeted Cost £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
English Advisor to continue to support English Lead in addressing progress in writing	Teachers will have a clear plan as to how to approach the teaching of writing that will be monitored by the subject leader, team leaders and HT	1

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

Budgeted cost: £47,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 to support understanding of sentence structure and spelling	1
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.	1
Fine motor skills intervention	Improvement in letter formation, handwriting, and an ability to write in a more sustained way.	1
Learning with Parents homework platform	Improved parental engagement and as a result academic progress and success for children	1 and 2
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.	1 and 3
EdShed	Programme offers opportunity for online practise for spelling and grammar at home	1 and 2

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

Budgeted cost: £ £42,000

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 a weekly session learning outside 'out and about'. Following the pandemic more 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. 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. 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. 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. 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.	4 and 5
Spirals of Enquiry	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.	1 and 3

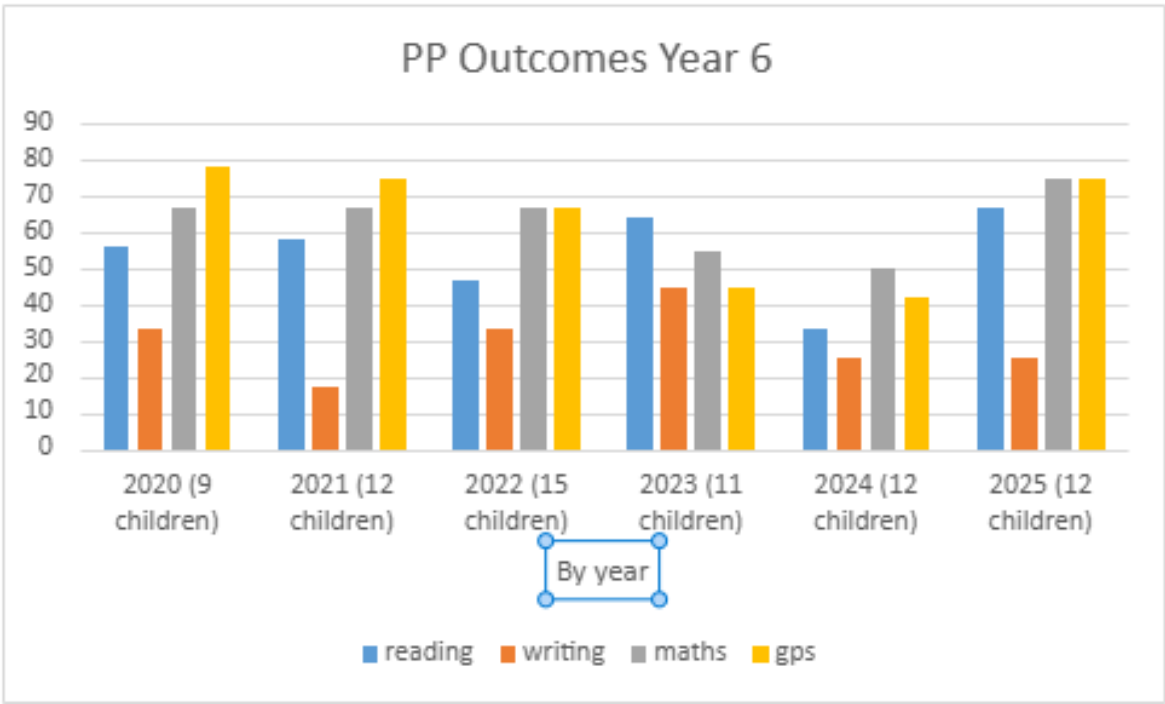
Mayfield Offer – access to clubs and music to be monitored and children encouraged to take these up through Spirals chats with class teachers	All PP children have the opportunity to attend one club and to participate in 1:1 music lessons in school. Residential trips are funded by the school as well as other class trips throughout the year.	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.	1 and 3

Total budgeted cost: £90,280

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 2019 to 2024 academic year.



We are very proud of the achievements of our pupils.

Our internal and external assessments during 2024-2025 shows that the performance of disadvantaged pupils was lower than expected in writing. This continues to be a focus of our school development plan.

Outcomes in reading, maths and GPS were good with 33% achieving greater depth in reading and maths, and 17% achieving greater depth in writing and GPS.

Four of our five home grown children made better than expected progress in reading and maths and three out of five in GPS.

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. Class teachers are completing targeted sessions with parents to support learning.

Our assessments and observations indicated that pupil 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
Homework	Learning with Parents
Online learning journal	Tapestry
Maths	RMEasimaths
Maths	Times Tables Rockstars
Spelling and GPS	Spelling Shed
Emotional Literacy Sessions	ELSA

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?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable

Further information