

# Pupil Premium Strategy Statement



This statement details our school's use of pupil premium funding for the **2024/2025** 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 (**2023/2024**) spending of pupil premium had within our school.

## School Overview

Detail	Data
School name	Mayfield Primary School
Number of pupils in school	238 (92 eligible)
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024/2025, 2025/2026, 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Glyn Denton (HT)
Pupil Premium lead	Rachel Hinchliffe
Governor lead	Mark Burge

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£136,160</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

The core intent for all our pupils is well established and accessible across the website and our many documents. This is, quite rightly, universal and inclusive of our objectives for all our pupils and the context of post-lockdown recovery learning. Below we have highlighted some aspects that very specifically relate to our disadvantaged group, their traits, their needs and the impact of lockdown upon these, remembering that a large minority of our total current children in school form this group. These aspects within our intent statement are drawn from closely understanding each individual. These are drawn from watching our children learn and their attitudes to school life. To meet the challenges we must create the antidote. This strategy is an important step towards that. So...

We know our children must be the busiest people in any room. They must have 'active purpose' and we must erase 'learned helplessness'. Our children's starting points are a vital consideration. We must keep teaching groups as small and precise as possible for them. Their independence and resilience is imperative. Their strong attendance and punctuality is paramount. We want **everyone** to embrace mistakes and never be afraid to learn from them. We will draft, repeat, refine and polish to achieve lasting progress. Learning is not a rapid, one stop shop. We will talk, listen, perform and present to foster confidence. We must rapidly build vocabulary. Marking **must** have a clear purpose, a response and be as 'live' as possible. We are constantly developing a curriculum that meets our children's needs and it must utilise and embrace our unique location. Classroom layout and design is essential. A unique environment must be generated. We must provide a flexible and responsive timetable and lesson structure. Our teachers must adopt and explore many teaching styles. Social times are a chance for new ideas and to be viewed as a new opportunity and we must be insistent and consistent to foster positive behaviours.

So we wish to see our disadvantaged children receiving, and engaging with, this intent for our teaching, learning and behaviours each and every day. In this climate for learning we can then meet the challenges set out in this document as far as possible and with the greatest impact possible and with the aim of seeing the maximum impact of our planned actions and use of funding. This is our overriding objective.

Our strategy operates within the scope of our wider School Development Plan and is integral to this. Our planned actions within our current Part Two SDP are formed using this documents identified priorities as an important central aspect. This strategy targets the majority of our children and therefore any plans must be considered and adopted within the wider school planning. Therefore this strategy completely intertwines with all other planning documents for the school's next stage in development.

Our approach will be responsive to common challenges and individual needs, rooted in detailed analysis and reflection, and not accepting mere generalised assumptions about 'disadvantaged pupils'. The approaches we have adopted complement each other to help pupils make sustained progress. To ensure they are effective we must ensure: that strategies are implemented consistently over time; act early to intervene at the point that need is identified; adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We are, as our core intent sets out, a school that is responsive to need and will not be afraid to change or adapt to meet that need. This strategy will adopt that approach. We analyse the impact of our work by watching our children work, chatting with them about their learning and experiences and ensuring that gradual development of leaders across school means that responsibility is not the domain of one or two individuals, instead it is a collective responsibility but has a stream of monitoring and accountability within this. This strategy is very much focused upon seeing the impact in the classroom and is, in many cases, focused upon high quality teaching at the point of learning. Whilst funding does address other aspects, and rightly so, we have specifically focused the vast majority on outcomes we want to see sustained in learning and the classroom over time for our disadvantaged pupils.

## Challenges

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

Challenge Number	Detail of Challenge
1 OUTCOMES IN RELATION TO ATTAINMENT ON ENTRY TO SCHOOL	School makes significant and sustained progress from individual starting points in relation to disadvantaged pupil outcomes by the end of Key Stage Two. School's disadvantaged group has consistently performed beyond all national comparisons for attainment since the return of external measures post-Covid 19. The challenge remains however to sustain this performance as starting point assessment for many of our disadvantaged pupils demonstrate lower than ever readiness for school and lower attainment on entry as a broader trend -this is shown in particular through the low starting point in relation to communication and language. Building this momentum and growing the 'snowball' over the seven year journey remains a key priority in this context despite strong performance.
2 COMMUNICATION & LANGUAGE AS A BARRIER TO PROGRESS	Children's ability to communicate, present, show confidence to a range of audiences and limited vocabulary is an ever increasing barrier to their progress. Whilst this is a broader trend across more than simply one group, evidence (and our own context) shows that children within our disadvantaged cohort are particularly vulnerable to this vital area of development lagging behind their hoped for stage of development. Language acquisition, vocabulary, modelling, conversations and opportunities to speak and listen for a wide range of purposes and audiences must be a central part of both this plan and our wider development plan for the next cycle – in order to build upon our current work and intensify and further direct our use of staffing, training and resources.
3 ATTENDANCE	In truth, attendance will always remain a potential barrier. So even after sustaining extremely good attendance and punctuality for all pupils for the duration of the current school leadership's tenure (and notably the % reduction of persistently absent disadvantaged children), we are in a time of increasing ambivalence and poorer attitudes nationally to school attendance. We equally face that potential challenge at Mayfield and could risk an attendance plateau even in the context of our very good, sustained performance in this area. We must remain 'on it' as a school!
4 PERSONAL DEVELOPMENT & SCHOOL READINESS	Individual social awareness and confidence when working with others, presenting learning or newly gained knowledge or being able to sustain strong friendships and positive relationship remains a fundamental area of focus for many of our pupils and these are particular traits often shown by many of our disadvantaged pupils. We can see trends between lower attainment and outcomes and these reduced social skills in an increasing minority of our 'vulnerable and disadvantaged' pupils and therefore our twin approach of curriculum enhancements and social time drive needs not only continued funding, but also the specific eye of school leaders to drive the continued impact required. We see lunchtime as a key practical area to maintain focus upon and the inherent pupil leadership roles that run alongside this. The 'Mayfield Citizens' project will unfold across the next three year cycle in line with this.
5 CURRICULUM ADAPTATION & CAPTURING ACHIEVEMENT	Our curriculum on a broader level continues to move forward, develop and undertake refinements each year. Our greatest focus in terms of meeting the widest needs of our disadvantaged pupils, and many other pupils across school, is now how we further adapt our curriculum so that even more children can meet expected standards without allowing a specific barrier to learning from becoming a reason for lower attainment in any subject.  A key aspect to our work will be ways in which pupils can record their learning and demonstrate their progress and abilities without the confines of writing everything in exercise books. This is the single greatest 'in class' barrier we see and we are determined to create a suitable, bespoke approach that is right for each subject and each child – finding a balance between recording work formally and taking the right opportunities to access and demonstrate understanding in ways beyond this will run across the next cycle.

## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Maintain strong achievement at end of KS2 in reading, writing and mathematics (including combined measure) in particular the strong progress measures from school and KSI starting points for the disadvantaged cohort.</p> <p>Challenge No: 1, 2, 5</p>	<ul style="list-style-type: none"> <li>Pupil progress focus will continue to identify the target purple 20% with the combined RVM attainment as the central goal.</li> <li>Achievement measures (progress + attainment) for each cohort (including end of KS2 accountability measures) demonstrate continued 'growing the snowball' performance for our disadvantaged cohort in each year group with the seven year journey being the key value added indicator over time.</li> <li>Short, sharp re-cap/input sessions implemented and working consistently with all children, most notably with quantifiable impact for target 20% within cohort in mental arithmetic, mathematical concepts and reading comprehension.</li> </ul>
<p>Children's communication and language, most notably in EYFS, KSI and LKS2 is greatly enhanced with children more confident at holding conversations and demonstrate a stronger understanding of a much wider range of taught and heard vocabulary.</p> <p>Challenge No: 1, 2, 5</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This includes individual progress measured against summative measures from starting points in EYFS including word reading, comprehension, writing and C&amp;L and progress measures both within and at the end of KSI and KS2.</p> <p>This is also evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and ongoing formative assessment.</p>
<p>To maintain the consistently strong attendance established during the past five years through continued deployment of the pro-active and rapid response strategies to lower attendance and related attitudes.</p> <p>Challenge No: 3</p>	<p>The Multi-Agency Team continue to deploy the high impact strategies which underpin the response to low attendance trends for disadvantaged pupils and, indeed, all pupils.</p> <ul style="list-style-type: none"> <li>Weekly Attendance Correspondence &amp; Contact</li> <li>Evidence For Authorising Absence</li> <li>First day visits for target families where absence occurs.</li> <li>Pro-active morning gate greeting for target register.</li> <li>Use of 96% target incentive system.</li> <li>Maintenance of Attendance Champion role.</li> <li>Breakfast attendance figures for target pupils.</li> </ul> <p>By the conclusion of the plan cycle period, the overall absence rate for all pupils and disadvantaged pupils continues to be at least in line with national comparisons and thereby sustaining the rapid and significant improvements made previously and <u>within the above context</u>, we aspire for the attendance gap between all other pupils and disadvantaged pupils to continue being less than 1 percentage point..</p> <p>Continue to map the downward trend of % of disadvantaged pupils who are persistently absent:</p> <ul style="list-style-type: none"> <li>9% (July 2021)</li> <li>8.4% (July 2022)</li> <li>9.3% (July 2023)</li> <li>4.8% (July 2024)</li> </ul>
<p>We have sustained and enhanced the physical activity, emotional wellbeing and social awareness work with subsequent impact particularly upon our disadvantaged and most vulnerable groups.</p> <p>Challenge No: 4</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>Qualitative data from monitoring activities including pupil voice.</li> <li>School's tracking of pupil attitudes continues to show low numbers affected, swift action to solve issues where required/where arisen and in the overwhelming majority of situations a mutually positive outcome where problems arise.</li> <li>Continued increase in % of pupils active in daily wider and extra-curricular enrichment including physical activity opportunities and performing arts.</li> </ul>

## Activity in this academic year: 2024/2025

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £51, 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The full implementation of Brain Gym as a short, sharp tool for daily review and recap. This will form a centrepiece of our formative assessment and checking understanding systems in the classroom.</p> <p>Staff training time to run both before, and during, the implementation of this strategy.</p> <p>This has been the key outcome with greatest impact from the formative assessment project with the LA from last academic year.</p> <p>This strategy has been added to our updated Teaching &amp; Learning Policy and is supported by curriculum learning journeys and mats – work also coming out of our formative assessment project.</p>	<p>Evidence continues to be drawn from the elements below but <u>is inclusive of our own findings from the completion of the LA formative assessment project in 2023/2024.</u></p> <p>Despite the evidence below being a KS4 project, the particular area of interest that assisted our thinking, was the greatly enhanced progress seen by the children in the lowest third of the cohort. This resonates with a small majority of our PPG children and their context.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</a></p> <p>A key underpinning tool has been: <a href="#">Rosenshine's Principles of Instruction – most notably:</a></p> <p><a href="#">DAILY REVIEW</a></p> <p><a href="#">ASKING QUESTIONS</a></p> <p><a href="#">CHECK FOR STUDENT UNDERSTANDING</a></p> <p><a href="#">(Essentially this is Brain Gym in a 'nutshell'.</a></p> <p>We have attempted to use these as key aides in determining our overarching Teaching &amp; Learning Approach and then the precise formative assessment enhancements that we are making. <a href="#">Leaning towards Rosenshine's principle of working memory and freeing space by moving consolidated knowledge through repetition and recall.</a></p>	1, 2, 5
<p>We will be investing in significant additional time for our current 'Inclusion Lead' role as an increasingly high % of our nurture need children are within our PPG cohort and therefore to see the development and widening of the EARLY NURTURE setting we require this leadership to further establish this provision with more staff for 2024/2025. (See Early Nurture provision further in this plan.)</p>	<p>The evidence for our action is based, in this understanding, upon our understanding and learning from the 2023/2024 nurture scenario and the needs of the cohort in 2024/2025 – most notably its expansion. The practicalities require more specific daily management from the experienced school leader and therefore we need to assign funding to recruitment to enable this happen (essentially to provide the time for the leader to undertake this work and ensure it delivers the medium term aims we have).</p>	2, 4

<p>The retention of the Live Marking feedback philosophy.</p> <p>Through:</p> <ol style="list-style-type: none"> <li>1) Continued CPD/training to upskill new supporting adults in 2024/2025.</li> <li>2) The enhanced focus upon monitoring via the Assessment Leader as we drive for next steps in 2025/2026.</li> </ol>	<p>This strategy has remained core to our work within PPG planning for more than one cycle. Time and resources have consistently been applied to the principle of 'Live Marking' within our 'Active Purpose' philosophy - and the EEF 'Teacher Feedback to Improve Pupil Learning' (October 2021) which we have used throughout the last year.</p> <p>We have seen significant, positive impact on the reduction of 'learned helplessness' in many of our children and therefore investment and focus remains (now at a low cost) additionally the increasing lack of school readiness on starting points means we cannot relent upon this strategy.</p> <p>This also applies the previous 'Effective Use of Teaching Assistants' work in the previous cycle of planning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	<p>1, 2, 4, 5</p>
<p>The recruitment of two TLR3 Citizenship Project Teachers to continue the focus upon Challenge 4 – most specifically at the social times of day. Funds will enable these roles to happen, providing necessary capacity to monitor and manage the work.</p>	<p>We know from practical experience that building our own capacity to manage key challenges through emergent leaders adds significantly to the school being able to add value to the learning experiences. Utilising TLR3 project leadership roles enables this for a fixed time and allows school to measure impact. This enables CPD opportunities but within a brief which applies learning and enables practical application which can then be measured for impact upon our focus children by senior leaders.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>
<p>Building upon our successful 'active purpose' work within the previous cycle and SDPs, we will be training key, identified staff in the broader principles of metacognition and self-regulation in readiness for work with a control group of PPG children.</p> <p>This work, in its entirety, will run across the three year cycle.</p> <p>THIS YEAR IS THE STARTING POINT ONLY.</p>	<p>Having reached a specific position with our practical, classroom 'active purpose' philosophy – which has delivered a stronger climate of learner independence, we are moving into the next stage of building independent, confident learners through the training for the implementation of the studies highlighted below. Using this research as a broader starting point and focusing upon specific teachers and PPG focus groups we will begin to implement and measure the initial success of this in the first 12-18 months after training. This will take time and will face the most natural day-to-day school readiness barriers that we face – therefore time and flexibility is essential.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1, 4, 5</p>

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

Budgeted cost: **£45, 460**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at all pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged	1, 2, 5

including significant numbers of disadvantaged pupils who require further phonics support are established across all year groups on a daily basis.	backgrounds. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Small group tuition focusing upon: * Mental Arithmetic * Reading Comprehension  Short, Sharp 10 minute sessions. Focus upon low content, application and constant re-cap.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. We will continue to pursue the small group approach.  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 5
Engagement with the EEF Communication & Language Project. (Launch December 2 <sup>nd</sup> 2024.)  Lead: JM Subject Support: ND	The work of the EEF in relation to the impact of appropriate and intensive communication and language work has formed part of our previous planning cycle. Its ability to potentially add significant months of progress to learners' ultimate attainment, alongside our prior experience of engaging with these studies has led to us becoming involved as a school in this latest project. Whilst clearly the potential is there to benefit all children, the specific nature of our cohorts and their barriers mean that this work has real potential to significantly and positive hit our disadvantaged cohort.  <a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a>	1, 2, 5

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

Budgeted cost: **£40,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Funding the role of the Family Learning Mentor.</b> (Essential to the continued delivery of the strategies that underpin our success criteria for the three year cycle.) <ul style="list-style-type: none"> <li>• Weekly Attendance Correspondence &amp; Contact</li> <li>• Evidence For Authorising Absence</li> <li>• First day visits for target families where absence occurs.</li> <li>• Pro-active morning gate greeting for target register.</li> <li>• Use of 96% target incentive system.</li> <li>• Maintenance of Attendance Champion role.</li> </ul>	<b>We continue to see evidence in our attendance figures as displayed in this, and previous, reports and plans.</b> We know from the impact of this PPG funded role during the previous years that this role is key to a) positive engagement from harder to reach families and b) the subsequent improved attendance from the families that are targeted for support and monitoring by the FLM.  <a href="#">Evidence of rapid improvements in attendance since September 2019 for disadvantaged and all children shows us that the work of the Multi-Agency Team led by the Family Learning Mentor has been key to this improvement. The greatest impact has been seen by our bespoke, personalised approach. Knowing our families and acting accordingly.</a>	3, 4
Supporting attendance through our bespoke Breakfast Provision combining food and pastoral support, led and managed by	A strong start to the school day in terms of the beginnings of provision and a breakfast are vital to the stamina that we are aiming to build within many of our target pupils. The sustaining and developing of our model in the next cycle remains central to this work.	3, 4



<p>our Multi-Agency Team members as an <b>additional</b> aspect beyond their core role.</p> <p><b>- Early Riser Provision</b> <b>- Magic Breakfast School</b></p> <p>Potentially adding...</p> <p><b>- National Breakfast Club Strategy (Early Adopters)</b> (WE NOTE THE FUNDING FROM THE GOVERNMENT OUTSIDE OF THIS FOR THE EARLY ADOPTION.) <b>UNSUCCESSFUL BID.</b></p>	<p><b>Additionally,</b></p> <p>As an eligible schools, we have made an application to be an early adopter for the National Breakfast Club Scheme. <u>We were <b>not</b> awarded an early adopter status.</u></p> <p>Magic Breakfast Research &amp; Published Statistics <a href="http://www.magicbreakfast.com">www.magicbreakfast.com</a></p> <p>National Breakfast Club Strategy &amp; Links <a href="https://www.gov.uk/guidance/breakfast-clubs-early-adopters-scheme#how-to-apply">https://www.gov.uk/guidance/breakfast-clubs-early-adopters-scheme#how-to-apply</a></p>	
<p>Maintenance, and growth, of mini-nurture provision and nurture lead practitioner with supporting colleagues. This will become EARLY NURTURE for 2024/2025 with two further supporting colleagues joining the team.</p> <p>This development into 2024/2025 with significant, necessary enhancements due to increasing need of new arrival PPG children with specific needs well beyond the base and current capacity.</p>	<p>Whilst the Ofsted Survey Summary and its Key Findings below is now some years old, we believe that this report continues to have strong value and resonates strongly with our context, the focus for our work, the needs of a small number of pupils (of which the majority are disadvantaged) and has proven to work successfully in both this and other settings linked to the current school leadership. We have used this as a basis and reference point for effective provision in our use of this strategy.</p> <p><a href="#"><u>Supporting Children with Challenging Behaviour Through a Nurture Group Approach (Ofsted: July 2011)</u></a></p>	4
<p>Continuation of two performing arts opportunities for wider curriculum enrichment hours. Led by HT and TA support team.</p> <p>Targeted for children across school. Introduced in 2023/2024 with significant impact.</p>	<p>The evidence is drawn from the success of this wider enrichment strategy already employed. Its huge impact upon specific individual children with specific challenges has drawn us into this area of funding in order to enhance the work for a targeted group across school.</p> <p>This cannot be quantified in numbers but in individual case studies of the positive social impact of performing arts on emotional well-being of specific PPG children.</p> <p>The low costs but the significant impact we have seen builds upon the evidence below, albeit we believe our impact is greater than that shown via the EEF in our context.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation"><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</u></a></p>	2, 4
<p><b>COLLABORATIVE LEARNING APPROACHES</b></p> <p><b>The Boot Room:</b> our small group learning space built specifically to work with identified PPG and vulnerable learners in science, technology, history and geography.</p>	<p>This room has proved important to the many small groups who have engaged in learning in this space during the last two years. Requirements relate to staffing and practical resources but the groundwork is established with the basic layout fully in place.</p> <p>Bringing specific subjects in the National Curriculum into a new learning space with a teacher/leader ready to bring the social into the academic, we have seen significant impact in terms of outcomes, interest, engagement and attendance as a result of this.</p> <p>In addition to our own quantified evidence of impact during the last two years we have also drawn upon the following to support our rationale both when this was first designed and introduced. <u>It focuses upon the small group collaborative learning research which considers high impact for relatively</u></p>	2, 4, 5



	lower costs (although we have fed more into this programme due to its success).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a>	
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### **Contingency/Emergency Deployment Fund (Challenge Number 3&4)**

School also held **£3000** in order to support the access of families, including disadvantaged families, as required, to uniform, curricular enrichment and non-curricular visits. This emergency fund allows for rapid deployment and is reviewed annually. This includes the school's 'sponsorship' of some disadvantaged pupils to enable their participation in our music and drama events and groups.

Any remaining funds at January 31<sup>st</sup> are then re-deployed to support the activities outlined previously in each section.

**In 2023/2024 this contingency was fully used for the reasons outlined above. School continued to support families beyond the limits of this ring-fenced amount. We are therefore continuing with this necessary funding for 2024/2025.**

**Total budgeted cost: £137,180** (£136,160 PPG + £1200 has also been added directly from school budget.)

## **Part B: Review of outcomes in the previous academic year: 2023/2024**

### **Pupil Premium Strategy Outcomes**

This details the impact that our pupil premium activity had on pupils in the 2023/2024 academic year.

By the end of the current plan cycle, KS2 reading and writing outcomes show that from their EYFS, and then KS1, starting points that a greater % of disadvantaged pupils meet the expected standard – thereby adding value and 'growing the snowball'. Each year within the PPG cycle, we have reported strong end of KS2 reading and writing performance from individual starting points for our disadvantaged cohort. Each year seeing a significant increase in the number and % of disadvantaged children meeting and exceeding the expected standards in these subject areas compared to their starting point performances on entry to school and at the end of KS1. Equally, mathematics performance remains strong, with progress measures being the most pleasing aspect and the RWM combined measures all above national averages. Not only showing individual growth across seven years but also the consistent, growth and development of the disadvantaged provision in a sustained manner across Mayfield. This accelerated progress made by many children in these core subject areas leading to ultimate, sustained value added attainment can be quantified in this headline look at the latest 2024 KS2 national comparisons for attainment in RWM: **overall attainment for this group in relation to national shows +20% at expected standard comparisons in relation to national disadvantaged RWM combined. The disadvantaged group attained +22% in Reading, +15% in Writing and +10% in Mathematics in relation to disadvantaged national attainment, with the most notable increase in writing for Mayfield.**

A key to measuring the impact of the work in this three year cycle has been the children's ability to demonstrate their learning through presentation, discussion, live marking feedback and group pupil interviews. We have used a broad basis for this combined within our leadership and subject leadership monitoring during Summer Term 2024. Where we have seen significant progress for our disadvantaged target group, we see children who can confidently and enthusiastically demonstrate their learning by sharing work, explaining where live marking led to improvements and being willing to talk to a range of different audiences about that learning. Where a minority of the target group have had less success we see links with attendance below our 96% school target or even within the PA disadvantaged 4.8%. Meaning that regular exposure to the curriculum and our systems without absence breaks is playing a significant role and showing the difference between the higher attending disadvantaged target group and those with the lower attendance. The active purpose strategies that have brought about this initial impact in the cycle must be distilled and capitalised upon in tandem with our ongoing attendance barrier work to pick up the remaining target children and maintain the momentum of the majority in the next cycle.

It is proved an interesting year measuring impact in relation to the pre-learning and post-learning work with our targeted groups. Initially we were looking at just expanding our formative assessment work within the current parameters however, it quickly grew beyond this into a broader embedding of the strategies into the next steps of our wider curriculum work. Leading to the Curriculum Lead and Headteacher working alongside the designated team to develop this. The year culminated in a successful presentation of the classroom tested strategies and our next steps to the local authority (whose project we were working under). We have seen three major predominant outcomes from this work: 1) children verbalising learning more frequently, readily and with greater confident; 2) the significance of brain gym work in moving learning to the long-term memory; 3) the position of specific formative assessment techniques into a lasting curriculum place within all subjects. There will naturally be a next stage to

this in the new three year cycle planning. Assessment is playing a central role in our target group's adapted learning and this will not change as we move into 2024/2025 and beyond.

Attendance impact at the end of the three year cycle is a very positive area of impact. Particularly in relation to pre-Covid figures before the current leadership team joined school and in relation to national comparisons and closing the attendance gap to other children. We continue to see the slight attendance fall for all children – as is reflected in the national trend, however our attendance is above national averages, our PA figures are below national averages and gaps between groups remain small.

**Disadvantaged Group Attendance 23/24: 94.86% (Above national comparisons for ALL children in 23/24.)**

**Gap to All Other Children at Mayfield 23/24: 0.24% (Gap is the smallest we have seen in this cycle.)**

**All Other Children School Attendance 23/24: 95.1% (Above national comparisons for ALL children in 23/24.)**

**Whole School Attendance 23/24: 95.02% (Above all national comparisons for ALL children in 23/24.)**

**Persistently Absent Children at Mayfield from Disadvantaged Group: 4.8% (The lowest figure on our recent record and continues a strong downward trend over time.)** These remain high impact, encouraging figures and reflect our intensive work and ever-evolving supportive and positive strategies with families. However, we must keep this high priority and it must remain prominent within potential barriers for action in our next three year cycle plan.

Our qualitative data from Summer 2024 again shows a continuing trend of positive well-being indicators from our disadvantaged children across school. Our measures (outlined in previous annual reviews) continue to impact positively upon a reduction in negative behaviour incidents (very low at lunchtimes during active play zone time) and very positive feedback from parents regarding perceptions of school life and pupil voice relaying their thoughts about Mayfield and our offer. Where individuals still present specific challenges, these are more specifically relating to individual need and form part of a wider programme ongoing via our Multi-Agency Team, SENDCo and Family Learning Mentor. Whilst small numbers of children in any school will have friendship issues periodically, these numbers are now sustained at low levels and the recurrence of such issues between the same individuals is not happening. No families have had cause to take school to task about bullying matters and are happy that our systems and strategies promote positive, forgiving relationships and, where necessary, our school based Happy & Safe interventions and Multi-Agency Team support offer a swift and well-monitored solution. Finally, our numbers demonstrate the continued high % uptake in our daily wider and extra-curricular sporting and performing arts offer. A record number of offers have been made this year and the largest numbers of children (including disadvantaged children) have been seen in 2023/2024. This offer will be vital to sustain and extend into the next three year cycle of plans and is equally playing an important role in the satisfaction levels of families and the ever increasing reputation of the school for its innovative and broad offer to support well-being and positive attitudes amongst learners.

The sustained capacity aimed for in our three year cycle in relation to our leadership work has moved as far as it can within its current scope. Generating that capacity to sustain the models that have worked so well in raising achievement in our disadvantaged children by the end of KS2 is now set and has as much succession in place as it can. There are always restrictions around budget and numbers on roll but we can only control certain elements moving forward. But the impact required was to set a lasting model that enabled the successful format, skills and knowledge to be retained in order to ensure that the progress made by our disadvantaged learners over seven years remains and we can continue to produce outcomes which show they outperform national comparisons for this group and perform at, or very closely to, all other children – which is the case.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Magic Breakfast Partner	

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p><b>Funding received for 4 pupils (Based upon previous census information): £1340</b></p> <p>Funding has been used in two areas during the last academic year.</p> <ol style="list-style-type: none"> <li>1) Nurture Boot Room Pastoral Provision</li> <li>2) Dedicated sessions with the Family Learning Mentor for individual children.</li> </ol>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Three of the children received session time consistently across the year with our Family Learning Mentor, discussing feelings, context and how to deal with emotions at challenging times in the school day and beyond. The Family Learning Mentor also acted a 'go-to' person at other times including as a lunchtime figure for this group of children amongst a wider pastoral group.</p> <p>The Boot Room provision was accessed by two of the cohort in 2023/2024 to work upon group, sporting pastoral projects with an adult project lead. The project, whilst being sporting based focus upon Design &amp; Technology application and the use of the children's geographical human resources knowledge.</p> <p>Summative assessment information noted that all four had made progress in line with their targets in each subject area with one child making better than expected progress in 2023/2024. All four children are on track to meet or exceed expected standards in RWM at the end of KS2.</p>