

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium funding for the **2025/2026** 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 (**2024/2025**) spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Mayfield Primary School
Number of pupils in school	240 (98 eligible) At July 2025
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025, 2025/2026, 2026/2027
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Glyn Denton (HT)
Pupil Premium leads	Glyn Denton & Rachel Hinchliffe
Governor lead	Mark Burge

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (Based upon Census Numbers At Time)	£122,715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£122,715

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">Pupil progress focus will continue to identify the target purple 20% with the combined RWM attainment as the central goal.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.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.					
<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&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">Weekly Attendance Correspondence & ContactEvidence For Authorising AbsenceFirst day visits for target families where absence occurs.Pro-active morning gate greeting for target register.Use of 96% target incentive system.Maintenance of Attendance Champion role.Breakfast attendance figures for target pupils. <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 over 5 years (although a slight rise in 2024/2025):</p> <table><tr><td>9% (July 2021)</td><td>8.4% (July 2022)</td></tr><tr><td>9.3% (July 2023)</td><td>4.8% (July 2024)</td><td>5.3% (July 2025)</td></tr></table>	9% (July 2021)	8.4% (July 2022)	9.3% (July 2023)	4.8% (July 2024)	5.3% (July 2025)
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<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">Qualitative data from monitoring activities including pupil voice.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.Continued increase in % of pupils active in daily wider and extra-curricular enrichment including physical activity opportunities and performing arts.					

Activity in this academic year: 2025/2026

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: **£40,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>BRAIN GYM: FURTHER CPD, EXPANDED DEPLOYMENT & IMPACT MONITORING.</p> <p>This is a development of our first year activity with time and resources focused in the following ways:</p> <ul style="list-style-type: none"> * Further staff training and sharing good practice. * External input (review of methods & support for further improvement). * Measuring specific knowledge gained through this work on specific PPG group. * Identifying 'lead practitioner' in this strategy to support colleagues in their own development. 	<p>Evidence continues to be drawn from the elements below but <u>is inclusive of our own initial findings from the completion of the LA formative assessment project in 2023/2024</u> prior to the formation and commencement of our latest SDP.</p> <p>A key underpinning tool continues to be: <u>Rosenshine's Principles of Instruction – most notably:</u> <u>DAILY REVIEW</u> <u>ASKING QUESTIONS</u> <u>CHECK FOR STUDENT UNDERSTANDING</u> <u>(Essentially this is Brain Gym in a 'nutshell'.</u></p> <p>We have attempted to use these as key aides in determining our overarching 'Teaching & Learning Approach'. <u>Leaning towards Rosenshine's principle of working memory and freeing space by moving consolidated knowledge through repetition and recall have been central to this entire activity/strategy.</u></p>	<p>1, 2, 5</p>
<p>UPDATED AND REVISED NURTURE LEADERSHIP</p> <p>We will continue to invest in some additional time for our current 'Inclusion Lead' role as a continually high % of our nurture need children are within our PPG cohort and therefore to oversee the next stage in our nurture planning we require this leadership <u>to move provision to the dual nurture model outlined further in this planning document.</u></p>	<p><u>The evidence for our continued action is based upon our own contextual impact evidence over the last two years.</u></p> <p>We know where we are, the needs we face for this PPG group and what these children require next. It is a question of evolution in terms of deploying funds to leadership capacity, staffing capacity and physical space and resourcing.</p>	<p>2, 4, 5</p>
<p>The Live Marking feedback philosophy.</p> <p>This year's activity focus:</p> <ul style="list-style-type: none"> * Monitoring of PPG control group in terms of their response to Gold and Bronze level feedback. 	<p>This strategy has remained core to our work within PPG planning for more than one cycle – we remain committed to it, have seen the impact and continue to see this as a central activity (<u>cost effective with high impact</u>).</p> <p>Time and resources have consistently been applied to the principle of 'Live Marking' within our 'Active Purpose' philosophy - drawing upon the <u>EEF 'Teacher Feedback to Improve Pupil Learning' (October 2021).</u></p>	<p>1, 2, 4, 5</p>

* Live marking for PPG control group in science/geography/history recorded pieces.	<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).</p> <p>This continues to apply the 'Effective Use of Teaching Assistants' work in the previous cycle of planning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	
PHASE PROJECT LEADS x 3 (TO LEAD THE IMPLEMENTATION OF THE CLASSROOM BASED PPG STRATEGIES OUTLINED IN THIS DOCUMENT.)	<p>Due to changing capacity within school and increased classroom commitment, we have long considered the need for three phase project leads in 2025/2026 to implement and manage the classroom based PPG strategies we have outlined in this document.</p> <p>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>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4, 5
<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 IS THE SECOND YEAR.</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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1, 4, 5

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

Budgeted cost: **£28, 700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>This is a continuation of last year's intervention strategy.</p> <p>Additional phonics sessions targeted at all pupils, including significant numbers of disadvantaged pupils, who require further phonics support are established</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 5

across all year groups on a regular weekly timetable throughout the year. Employment of trained colleagues to lead the programme in school.		
A new daily reading comprehension session will be used across KS2 and for children already working at expected standards in Year 2. The 'Reading Gang' will feature fast-paced, oracy based comprehension questions focusing upon six key areas. This will take place in a 20 minute window daily.	There is a specific gap within school that we need to bridge in relation to the movement from phonics teaching into comprehension and therefore we have considered the impact of a new sharper and more concentrated approach to reading response. In doing so, we considered the research below: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Very high impact for very low cost was the quantified measure and we feel that the specific accent upon oracy and short, sharp, repetitive input will provide the impact upon progress that we are looking for.	1, 2, 5
Engagement with the EEF Communication & Language Project. (Launch December 2 nd 2024 – continuing through 2025/2026) 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. https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	1, 2, 5

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

Budgeted cost: £51,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding the role of the Family Learning Mentor. (Essential to the continued delivery of the strategies that underpin our success criteria for the three year cycle.) <ul style="list-style-type: none"> • Weekly Attendance Correspondence & Contact • Evidence For Authorising Absence • First day visits for target families where absence occurs. • Pro-active morning gate greeting for target register. • Use of 96% target incentive system. • Maintenance of Attendance Champion role. 	We continue to see evidence in our attendance figures as displayed in this, and previous, reports and plans. 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. <u>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.</u>	3, 4
Supporting attendance through our bespoke	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	3, 4

<p>Breakfast Provision combining food and pastoral support, led and managed by our Multi-Agency Team members as an additional aspect beyond their core role.</p> <ul style="list-style-type: none"> - Early Riser Provision - Magic Breakfast School 	<p>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.</p> <p>Magic Breakfast Research & Published Statistics www.magicbreakfast.com</p> <p>National Breakfast Club Strategy & Links https://www.gov.uk/guidance/breakfast-clubs-early-adopters-scheme#how-to-apply</p>	
<p>NURTURE PROGRAMME 2025/2026</p> <p>This strategy remains but, as ever, is adapted to meet the changing and evolving needs of this group of disadvantaged children with more individualised and challenging needs.</p> <p>In 2025/2026, we will see a dual model of smaller nurture space (indoors and outdoors), running alongside a specific EYFS nurture base (for the needs of new disadvantaged children arriving at Mayfield) and the enhanced classroom guidance for former nurture children entering a near 100% mainstream classroom timetable.</p>	<p>We have an extensive body of school based evidence now relating to this nurture strategy during the last four years since 'Covid times'.</p> <p>Simply without this provision a significant number of our targeted disadvantaged children would not be accessing school at all. Because of this approach, all children in this group are accessing full schooling adapted to meet their needs with the goal of 100% mainstream timetabling. Of the six children fully engaged in this necessary programme in 2024/2025, four will be reaching this goal for September 2025. Therefore the strategy has worked, but also now need to evolve to keep pace with them and to take account of newly arriving extensive need in the EYFS cohort for September 2025.</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>Supporting Children with Challenging Behaviour Through a Nurture Group Approach (Ofsted: July 2011)</p>	4
<p>The further development of the performing arts opportunity for wider curriculum enrichment hours. Led by HT and TA support team and will expand in 2025/2026 into three separate offers by engaging with an external colleague's services.</p> <p>This includes the offer of a LAMDA programme for targeted children around speaking and listening.</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>We have been selective with a trial LAMDA qualification programme previously and with success, as a result we have targeted a cohort of disadvantaged children who meet both our well-being and communication and language challenges and have funded programmes for this cohort with an external qualified teacher who will undertake this work alongside further drama and performance based enrichment offers for one day per week.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	2, 4

<p>COLLABORATIVE LEARNING APPROACHES</p> <p>The Boot Room: 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. <i>It focuses upon the small group collaborative learning research which considers high impact for relatively lower costs (although we have fed more into this programme due to its success).</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	<p>2, 4, 5</p>
<p>Contingency/Emergency Deployment Fund (Challenge Number 3&4)</p> <p>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.</p> <p>Any remaining funds at January 31st are then re-deployed to support the activities outlined previously in each section.</p> <p>In 2024/2025 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 2025/2026.</p>		

Total budgeted cost: £123,800 (£122,715 PPG + £1085 has also been added directly from school budget.)

Part B: Review of outcomes in the previous academic year: 2024/2025

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024/2025 academic year.

<p>In 2024/2025, the end of KS2 reading, writing and mathematics outcomes show that from their EYFS, and then (internal) KSI, starting points that a greater % of disadvantaged pupils meet the expected standard and beyond – thereby adding value and 'growing the snowball' for the disadvantaged cohort and all children. <i>Each year within the current and previous PPG cycle, we have reported strong end of KS2 reading, writing and mathematics performance from individual starting points for our disadvantaged cohort. Each year seeing 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 KSI increasing significantly. RWM combined measures for our disadvantaged cohort and all children are all above national average indicators. 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 2025 KS2 national comparisons for attainment in RWM: overall attainment for the disadvantaged group in relation to national shows +23% at expected standard comparisons in relation to national disadvantaged RWM combined. The disadvantaged group attained +27% in Reading, +10% in Writing and +30% in Mathematics in relation to disadvantaged national attainment. Attainment in Grammar, Punctuation and Spelling for the PPG group is also beyond national averages and this has been sustained over many</i></p>

years. (All national averages used were 2024 as 2025 national figures were not published at point of review.) Our strong performing disadvantaged end of KS2 achievement figures are also in the context of strong figures for all other children by the end of KS2.

Children's communication and language remains a focus earlier within school, most notably with the lower school readiness starting points and initial attainment on entry for the youngest cohorts. This is the area of most intensive focus in terms the PPG strategy in the next year which significant successful strategies further, focused and intensified in these lower and middle year groups alongside carefully identified additional intervention and classroom strategies to accelerate the communication and language of children within these younger year groups. The live marking, the brain gym and the early nurture have seen significant practical impact but we need to intensify this work to ensure that an increasing majority of children are able to hit our aspirations from an essential communication and language perspective.

The subsequent year's plan will contain the above strategies but we are also studying the approaches to reading comprehension and response to reading as we see links in our children between that confident communication, the deployment of language and therefore the ability to respond to what they are reading and share views. This is a particular focus with a minority of disadvantaged children in the younger year groups. This is clearly the most challenging area after one year of the cycle.

Attendance impact with our disadvantaged children remains high. This continues to be hard and intensive work but with continued strong results. This is in the face of continuing difficulties around a small minority of this groups' families having ambivalent views on the importance of school attendance. We have seen an attendance increase for all children, which is excellent given the already strong trend and performance in previous years, and again bucks the national trend over time and our attendance for this specific group also remain strong. Our PA figures are below national averages and gaps between groups remain small. **The disadvantaged cohort's attendance remains above the figure for all children nationally.**

Latest Whole School Attendance: 96.16%

Latest National Primary (July 25): 94.8%

Latest Whole School Disadvantaged Attendance: 95.63%

Latest Whole School Non-Disadvantaged Attendance: 96.58% (Gap to Disadvantaged 0.95 %.)

Disadvantaged Group PA (below 90%): 5.34% National PA Primary: 14.6%

Punctuality remains high at 95% overall for children with 0 late marks in 2024/2025.

The figure above is matched for disadvantaged children.

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 being all too clear. Without continued work and focus this will drop.

Summer 2025 qualitative information gathered for review again shows a continuing trend of positive well-being indicators from our disadvantaged children across school. Our measures featured within this, and previous PPG plans, 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 this includes the significance of our sporting and performance arts offer from a well-being perspective. There are always individuals and small groups where our strategy is more intensified and where impact can fluctuate (aspects of this will always be the case in any setting) in such circumstances it is about the deployment of our Family Learning Mentor to assist and support where the vital impact of her role can be seen. Although her role is much easier to quantify in terms of success with attendance, her ability to intervene, support and mentor both children and families around well-being matters has been an essential, continued addition to our wider offer. Our school based Happy & Safe interventions and Multi-Agency Team support available to our Family Learning Mentor have been effective tools in providing additional support for our most vulnerable disadvantaged children from a well-being perspective and must remain central to any future plan within this cycle. Finally, our quantitative numbers demonstrate the continued high % uptake in our daily wider and extra-curricular offer. A record number of offers have been made this year and the largest numbers of children (including disadvantaged children) have been seen in 2024/2025 – a continued rise from 2023/2024.

The breakfast offer continues to grow in terms of numbers each day with families increasingly using this offer and enabling us to target specific families for a 'good start to the day' from within our disadvantaged and vulnerable group. We were unsuccessful in our Early Adopter Breakfast bid but this will not deter our continued desire to sustainably build our offer where possible during the next planning year.

Finally, the focus given to recruitment and retention from a leadership perspective has enabled the essential citizenship work to unfold successfully for all children including our disadvantaged and most vulnerable. All year six children have completed this programme supplemented by individuals from other year groups. This would not have been possible without the deployment of funds to enable this pupil citizenship and leadership programme to happen. We have also been able to stretch beyond this initial target and move into Subject Champions with a larger proportion of our disadvantaged cohort across school being able to work on subject specific leadership projects during the second half of the academic year.

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>Funding received for 6 pupils (Based upon previous census information): £2040</p> <p>Funding has been used in two areas during the last academic year.</p> <ol style="list-style-type: none"> 1) Nurture Boot Room Pastoral Provision 2) Dedicated sessions with the Family Learning Mentor for individual children. 3) Support to access extra-curricular provision on site.
What was the impact of that spending on service pupil premium eligible pupils?	<p>Four 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 four of the cohort in 2024/2025 to work upon group, curricular/pastoral projects with an adult project lead. The projects had a sporting theme but delivered our design & technology and geography curriculum within this setting for the four identified children within broader, small social groups at various points within the school year.</p> <p>Four of the children undertook extra-curricular work which was accessed via a small amount of the funding.</p> <p>Summative assessment information noted that all six had made progress in line with their targets in each subject area with one child making better than expected progress in 2024/2025. All six children are on track to meet or exceed expected standards in RWM at the end of KS2.</p>