



INTRODUCTION & CONTEXT

This document is a concise summary of the Pupil Premium funding: its uses and impact during the 2018/2019 academic year. The data section contains all available evidence for achievement and attendance – which forms a key measure of impact for the actions taken.

Our named Governors for disadvantaged pupils is Mr M. Burge & Mr K Winston

When summative data is presented within this document, we recommend analysing individual case studies and journeys to assist with providing context. Impact can be measured with data but must be in context. Our vision ‘valuing every achievement’ demands the social, moral and academic readiness as our key indicators. Our work reflects this.

Mayfield Primary is a two form entry school which is perceived to be in an area of low social deprivation, yet the majority of its pupils on roll are from the area of highest deprivation in St Annes, hence the indicator for pupil deprivation being much higher than that of the area. The school, due to the numbers of places available, also has high mobility inwards and this high mobility has, for a large majority, involved disadvantaged pupils coming onto roll most significantly at later stages through key stage two – thereby making true indicators of progress more challenging and time to assess barriers and attempt to impact upon more challenging. It is also important to note that a large proportion of our current vulnerable/at risk register pupils are within the transient, disadvantaged groups. As a result a high percentage of children are eligible for FSM. This means that PPG is a significant figure within the school budget – although not often seen in the short term due to the inward mobility within year. Each cohort contains a significant number of children within the ‘disadvantaged group’.

Implicit within these decisions are still the joint needs of the children having: necessary pro-active intervention and guidance in all subjects; maximized wider curriculum opportunities; necessary support to enable social development. In our school, we feel a balance between these is exactly what is required in this context for our ‘disadvantaged’ children as we enable them to be ready for their learning, therefore achieving their best – being ready for learning is our greatest challenge.

** It is important to note that this plan and subsequent report has, by the nature of school during this academic year, been re-designed and developed in line with the 3 differing permanent, followed by acting, headteachers creating differing contexts and priorities within this. It has been the aim of the PPG leader to maintain consistency where possible during this time.*

INTENTION: Identified Barriers to Future Achievement (for all pupils eligible for PPG): 2018/2019
A strong minority of disadvantaged pupils have social, emotional and behavioural needs which result in lower confidence, self-esteem and resilience. This can be detrimental to learning preventing them from making best progress. We would term this our ‘at risk’ pupils.
Some pupils who qualify for PPG also have specific SEND needs.
A strong minority of disadvantaged pupils have lower attainment on entry, which may mean that they are at a higher risk of not achieving age related expectations.
The vast majority of the disadvantaged pupils have limited cultural / life experiences.
A minority are vulnerable to poor attendance/ punctuality.
A significant number of our ‘mobility’ pupils are disadvantaged.
Limited parental support and difficult home circumstances for some disadvantaged pupils can result in low aspirations and poor engagement with learning.

**Summary Information 2018/2019**

Academic Year	2018/2019	Total PP budget	£205,120	Date of most recent external PPG review	March 2018
Total number of pupils	338	Number of pupils eligible for PPG	158 47%		

IMPLEMENTATION: Review of Actions Taken to Reduce Barriers: 2018/2019

Item / Project	Cost	Objective	IMPACT
Targeted intervention for PPG groups within each cohort.	£129683	Increase the rate of progress in RWM for targeted PPG pupils so that they attain closer to, or at, the expected standards of other pupils nationally.	<p>Groups have received additional input in reading and mathematics drawn from pupil progress plans. Where possible, teachers have led this with costings related to back fill cover during the academic year across school.</p> <p>Small, measureable steps in reading comprehension, four operations and place value have been specific, targeted areas of success with almost all pupils showing greater confidence, application and the demonstration of conceptual knowledge (relating to the 4 operations). This level of work – under the new short, sharp approach from 2019/2020 is necessary to see lasting progress in terms of pupils moving from WTS to EXS in reading and mathematics in all year groups – although the most notable areas of progress relate to children in LKS2 and year 5.</p> <p>It is clear that we must capture this as the number one priority for 2019/2020 in light of school performance in relation to the national picture. There remains more to do.</p>
Specialist input / advice for SEND children in receipt of PPG funding – identified by SENDCo and class teachers.	£9420	Increase the rate of progress in RWM for targeted PPG pupils so that they attain closer to, or at, the expected	Graduated approach favoured by LCC in place across school. Specific input from Occupational Therapists and Educational Psychologists has been used to plan activities and support all relevant PPG SEND pupils. As a result, all PPG SEND pupils have made progress towards their own specific targets and towards expected although many remain at WTS and some still within PKS due to level of starting point.



		standards of other pupils nationally.	
The accessibility of wider curriculum provision, e.g. educational visits, for PPG children – via deployment of subsidy.	£5112	Greatly enhanced % of PPG pupils access the range of optional educational visits and the wider experiences they bring.	<p>PPG pupils have enjoyed and benefitted experiencing a range of school visits building teamwork, social skills and levels of enrichment. Our initial target of 80% involvement has been met and exceeded for this objective in 2018/2019.</p> <p>PUPIL VOICE feedback told us that they have enjoyed their experiences and are able to explain how they can use this to improve their work within school time and/or their attitude to the topics they are currently learning about.</p> <p>Whilst this has met our targets – we feel that the % of funding relating to these wider curriculum aspects highlighted within here can be tightened as we channel more towards the combined progress of a strong minority of pupils in RWM.</p>
Employment of Family Learning Mentor to support identified vulnerable PPG families.	£16902	Improved levels of attendance and punctuality and a decrease in persistent absenteeism for PPG pupils.	FLM supporting a number of vulnerable families building positive relationships. Outside agencies are signposted to these families and persistent absenteeism and late arrivals are challenged. More rigorous challenge is occurring since the recent Ofsted inspection.
Counselling from CAMHS tier 1 support worker implemented for identified PPG pupils.	£12400	To support pupils' emotional needs within a safe setting and, as a result, improve behaviour management and attendance for target pupils.	After identifying this a key area for improvement in relation to the provision provided by CAMHS, a new counsellor has been employed by the school from September 2018 to work with the high level of emotional need presented by a significant minority of our PPG pupils. This has also extended to work with families in order to ensure maximum impact from this. Engagement has been strong and we have seen these targeted children increasingly comfortable in the daily classroom setting, managing difficult situations better within school and a positive impact upon attendance and punctuality from this minority of pupils.
Provision of resources for extra-curricular activities for PPG groups.	£700	To provide a variety of extra-curricular activities to enrich pupils experiences 'beyond curriculum time'.	Over 70% of PPG children attended extra-curricular clubs and participated in different activities as compared to 53% in the previous year. Our commitment to this aspect has seen a continual increase over 3 years. Some clubs, such as cookery, were targeted specifically at PPG children and provided us with 90% capacity – which was beyond our initial expected target. Whilst not being the first priority in 2019/2020 this allied to the developments beyond the curriculum at other times of the day must remain on the agenda.



<p>AFC Fylde community sports to engage and support pupils at lunchtime and at after school clubs.</p>	<p>£4510</p>	<p>To engage pupils in sporting activities through reducing instances of poor behaviour currently impacting upon attitude to learning within the classroom for a minority of PPG pupils.</p>	<p>Pupils have participated in different sporting activities. Some pupils have benefitted from being involved in structured activities over lunchtime and instances of poor behavior are reduced. Pupils have seen positive male role models, developed positive relationships and are inspired to make healthy lifestyle choices. This has seen consistent participation in over 80% of the PPG target group with readiness to learn as a key indicator or impact in this area. Whilst impact can be demonstrated above in terms of involvement, engagement and attitude to learning as a consequence – it will need to be closely considered as to whether such funds can be deployed to the training of staff within school to up-skill and create legacy.</p>
<p>To subsidise a range of out of classroom experiences for pupils to develop their cultural and artistic development.</p>	<p>£2500</p>	<p>To ensure all PPG pupils have access to planned art, music, dance and speaking & listening opportunities designed beyond the curriculum.</p>	<p>All PPG children have been able to take part in the full range of cultural and artistic opportunities that we have devised from our curriculum in 2018/2019. Of the children who would otherwise have been unable to engage in the optional additions to the curriculum – 100% have been able to access them and as a result show enhanced outcomes in art, music, dance and speaking & listening as a result of funding being ring-fenced to enable this.</p>

PUPIL OUTCOMES SUMMARY

Despite the 2018/2019 year 6 cohort having a significantly lower prior attainment starting point (14.19) and a larger gap to non-disadvantaged pupils (-3.07) than at any stage in the last three years, we still see a large gap between the number of disadvantaged pupils meeting combined RWM expected standard against national other groups and no pupils achieving a higher standard in RWM at KS2. Whilst the low starting point can account for some of this – it is clear that the overall progress scores in reading and mathematics continue to demonstrate that progress for PPG pupils across KS2 must be the major focus in the 2019/2020 plan. Our focus upon PPG pupils achieving the higher standard must always be relevant cohort context and starting points however none of the 3 prior attaining high pupils reaching a combined higher standard is of significance to us and is therefore an aspect of provision that we must take forward in future planning.

It must be noted that the school has seen, as a result of our work, stronger progress across KS2 in writing and compares well against national all pupils and national disadvantaged. (+0.27) with pupils of middle prior attainment now showing stronger progress against national other in writing. It is specifically reading and mathematics (with high prior attainers in writing) that are the focus area.

The numbers of disadvantaged pupils passing the phonics screening continues to move closer to national and is almost in line with this at year 1 (2% difference) and the phonics re-screening showing 5 of the 7 pupils passing and the remaining two showing strong performance from their starting point.

Disadvantaged trends from other year groups show at least a third rising to 57% of each cohort’s PPG pupils are starting key stage below EXS, yet progress is being made in terms of children moving from PKG to WTS and WTS to EXS in 6 of the 7 year groups, thereby building a stronger, cultural line of progression for this group through school. GDS remains the area to enhance but is bound by initial starting point of pupils. The current year 2 PPG cohort (year 3 in 2019/2020) are a specific area for work in the subsequent academic year.

Despite improvements in attendance for individual pupils and some groups and cohorts within the disadvantaged cohort, reducing persistent absence remains a priority.



AREAS FOR IMPROVEMENT/DEVELOPMENT IN PPG PROVISION FOR 2019/2020

Whilst the identified social and emotional barriers will always remain a priority – as they underpin readiness to learn for so many of our pupils – the newly appointed headteacher (September 2019) and existing SENDCo/PPG Leader have together analysed the current impact of actions taken and refreshed the approach to PPG with a new internal multi agency team that will manage PPG pupils with five clear aims for 2019/2020 and beyond:

- 1) To diminish the differences between the overall attainment of PPG pupils and 'other' pupils nationally by increasing the progress made over time, in reading and mathematics in particular, from starting points – ultimately aiming to show increasing value for all PPG pupils from these 'individual starting points' in EYFS and the end of KS1, which in turn will generate more pupils achieving combined expected standard in RWM at the end of KS2. This includes identifying PPG pupils for combined RWM higher standard attainment where possible.
- 2) To significantly improve the attendance and punctuality for PPG pupils at Mayfield – most specifically the number of pupils persistently absent.
- 3) To maintain and further enhance engagement with 'hard to reach' families – ensuring our strong, current work remains in place.
- 4) To reduce the social and emotional barriers for PPG pupils that are currently affecting readiness to learn upon entry to the learning environment.
- 5) Ensure all PPG children continue to have maximum opportunity to access our wider curriculum provision as this enhances greatly from 2019/2020 onwards.

The new multi-agency team will be:

- SENDCo/PPG Leader – Manage the provision for all PPG and co-ordinate relevant and management of funds.
- Headteacher – Academic Progress with a focus upon diminishing differences between PPG pupils and 'other' pupils nationally in RWM. (we will not measure achievement against 'other' pupils within school at this time as this currently remains below national in 2018/2019.)
- Designated Safeguarding Lead – identify those children alongside with social and emotional barriers that are affecting readiness to learn.
- Family Learning Mentor – work practically with, and create, a new vulnerable group that will receive specialist input from her and external agencies
- Attendance Administrator – alongside the FLM and PAST team work with PPG families to reduce Persistent Absence and all absences in a target range up to 93%. This work extends to punctuality with set thresholds for intervention.
- Other Senior Leaders as required – to support the academic progress aspects.

The group will formally meet half-termly via newly designed PPG Attendance and Behaviour Groups in addition to shorter weekly briefings.

These priorities will form the five key indicators of impact from 2019/2020 onwards.

Whilst the previous PPG reports and action plans have, based upon our internal behaviour records, pupil voice and level of parental engagement been successful in reducing social and emotional barriers to learning for a large majority of pupils it is clear that we need to channel the focus even further towards the academic achievement of this group. Whilst there has been, and remains, extensive work undertaken upon the aforementioned barriers to learning we need to see greater progress and subsequent attainment progressively feeding through school for this group. This has been the area of least impact at summative assessment points and whilst we can never attain expected standards for all pupils on role due to their low starting points we recognize that there remains work to do and we can maximise this further and know that we need to diminish differences further. Equally we see attendance as a continuing huge priority as individual steps forward made must be maintained and further progress for this group collectively is imperative. Therefore we will see a bias towards the actions planned and implemented in 2019/2020 having a more direct impact upon that intended set of outcomes - for many children this will be progressive and will build over years at Mayfield.

It is important to note here that the high level of disadvantaged pupil mobility into school within a key stage can make measures of progress and attainment hard to quantify - particularly as some children arrive with a high level of social and emotional barriers late within a key stage – therefore we will be generating, during the year, a case study approach where pure data cannot define progress and can create unreliability and not fully explain the journey of specific children.