

Pupil premium strategy statement

Pupil premium strategy statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point 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

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Mayfield
Number of pupils in school	1470
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	November 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Governing Body
Pupil premium lead	Andy Tite
Governor / Trustee lead	Claire Burrell, Philippa Pringle, Andy Frazer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£502,025
Recovery premium funding allocation this academic year	£78,601
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total funding allocation this academic year	£580,626

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Children eligible for PP have already fallen behind their peers before they enter the school in Year R, which means that they need additional interventions and support to catch up in their Primary years.
2	Pupils eligible for PP often lack the learning skills required to succeed in school and their self-confidence and motivation can be low.
3	The low aspiration and motivation of some PP families.
4	Pupils eligible for PP are entering Mayfield in Year 3 and 7 with lower English and Maths skills than their peers, which prevents them from making good progress in the core subjects and limits their chances of successful progression post-16.
5	The pandemic disproportionately negative impact on pupil premium pupils and caused many of them to fall further behind. Some pupil premium pupils have struggled to re-engage with school since wider reopening in March 2021.
6	The current overall attendance for disadvantaged pupils is 90.6% compared to a national average of 95%. 30.3% of disadvantaged pupils are already persistent absent or are on track to be persistently absent by the end of the academic year.
7	Limited parental engagement with support available both in and out of school for some Pupil Premium families
8	Transition can be challenging for PP pupils coming into Year 3 and 7 and new pupils arriving as mid-term transfers. Some pupils have experienced several changes of school prior to joining Mayfield.
9	During the pandemic there has been a significant increase in the number of pupils eligible for Free School Meals and qualifying for pupil premium support.

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
Disadvantaged children are supported to catch-up with their peers by the end of Year R.	Disadvantaged children will make more rapid progress from their starting points compared to other pupils.
Disadvantaged children are supported to catch-up with their peers by the end of Key Stage 1.	Standardised testing scores will show that disadvantaged pupils are making more rapid progress from their starting points compared to other pupils.
Disadvantaged children are supported to catch-up with their peers by the end of Key Stage 2.	Standardised testing scores will show that disadvantaged pupils are making more rapid progress from their starting points compared to other pupils.
To ensure effective transition into Year 3 and Year 7 and that mid-year joiners are supported to make good progress.	Disadvantaged pupils who join the school as Year 3, 7 or as mid-year admissions will make progress in line with 'other' pupils.
Improved rates of progress in English and Maths for Key Stage 3 pupils eligible for PP.	Standardised testing scores will show that disadvantaged pupils are making more rapid progress from their starting points compared to other pupils
Improved rates of progress in English and Maths for Key Stage 4 pupils eligible for PP.	Disadvantaged pupils in Year 11 will achieve a Progress 8 score of -0.25 in 2022. The differences in Progress 8 scores between PP and 'other' pupils in the current Year 11 will be diminished to -0.25 in the English and Maths elements. By 2024, there will be no gaps in the Progress 8 scores between PP and other pupils.
PP pupils are ready, resilient, respectful, responsible, resourceful and reflective learners.	All lesson observations will show that the 6Rs are embedded in lessons across the school. School reward system will celebrate pupils' development of the 6Rs
Improved rates of attendance for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 15% or below. Overall attendance among pupils eligible for PP improves from 91% to 95% in line with 'other' pupils.
Teachers receive better information on disadvantaged pupils and share strategies on works well with individuals.	Teachers will know which of their pupils are eligible for Pupil Premium support and will use the pen portraits to plan activities that are closely matched to their individual needs and interests. Teachers will add successful strategies to the pen portraits so that these can be applied across the curriculum.
Disadvantaged pupils are provided with fair access to high quality enrichment and extension activities.	Disadvantaged children will be enabled to take part in enrichment activities such as instrumental Music tuition or trips that their families may not otherwise be able to afford. Monitoring of Extra-Curricular participation will show that there is no difference in the participation rates of PP and other pupils.

<p>Service children are provided with enhanced pastoral support to enable them to succeed.</p>	<p>Annual Pupil voice survey will show that Service Children will know where to access enhanced specialist support in times of stress, such as the deployment of a parent. The Service Children in school will meet half-termly as a group to share experiences and provide mutual support.</p>
<p>To develop more effective engagement with disadvantaged families.</p>	<p>Monitoring of parental engagement from disadvantaged families to events like Parents Evening, Parent Drop-ins and Family Learning will show that the differences are diminishing.</p>
<p>To develop effective alternative provision pathways for pupils who have struggled to engage with school since wider reopening in March 2021</p>	<p>Monitoring of progress, attendance, behaviour and post-16 progression data will show that pupils on alternative provision pathways are improving their engagement with education.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adapt Early Years provision to ensure that the effect of deprivation on entry is minimised.	Pupil premium children often enter Year R up to 18 months behind other children. It is important that steps are taken to narrow the gaps in the Early Years. Communication and Language is often a key barrier for disadvantaged pupils, so additional staff training has been provided in this area and the English curriculum has been adapted to provide a greater focus on developing these skills. Communication and language approaches EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk)	1, 2
Adapt the Year 1 curriculum to ensure that disadvantaged children are supported through the transition from Year R to Year 1	Younger PP children form very strong bonds with their teachers and teaching assistants and can find it difficult to adapt to more formal style of learning in Year 1, particularly if they have not made a Good Level of Development in Year R. The transition from Year R into 1 therefore needs to be managed very carefully to ensure that these children can continue to catch-up with their peers. Phonics EEF (educationendowmentfoundation.org.uk)	1, 2
Ensure that teachers receive detailed information on disadvantaged pupils and share strategies on works well with individuals.	Pupils eligible for PP support are not a homogenous group. They come from a diverse range of backgrounds and each disadvantaged pupil has different strengths and needs. The pen portraits will aim to share contextual information and successful strategies that work for individuals. Pen portraits are already well established for pupils with SEN and there will be some crossover with pupils eligible for PP support.	2, 4, 5, 8, 9
Revisit with Subject and Primary Year Leaders what they can do to visibly target disadvantaged pupils in the classroom. Provide meeting time for teachers to discuss and share best practice in supporting disadvantaged pupils in their lessons.	Pupil premium children often enter the school behind their peers and need to make accelerated progress in order to catch up with their peers. Teachers are aware of which pupils are eligible for the Pupil Premium. Staff now need further training and guidance on how they can adapt planning, delivery and feedback so that these pupils can make accelerated progress. Feedback EEF (educationendowmentfoundation.org.uk)	2, 4, 5, 8, 9
Provide ELSA training for Teaching Assistants to increase the capacity for ELSA style interventions.	There is high demand for ELSA support in all sections of the school. Three TAs/LSAs have undertaken the six day ELSA Training Course through PCC. All other Teaching Assistants will receive training to	2, 3, 8

	<p>deliver ELSA style interventions as part of their regular duties.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Continue to develop a whole school ethos around the 6Rs to ensure that PP pupils are ready, resilient, respectful, responsible, resourceful and reflective learners.</p>	<p>The Education Endowment Foundation says, “Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.”</p> <p>It is recognised that being ready, resilient, resourceful, respectful, reflective and responsible are the foundation of effective learning. The opportunity to develop these skills and qualities is embedded in our teaching and learning and pastoral/reward systems. Pupils are encouraged to reflect on the development of these skills and their progress is celebrated.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 8

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

Budgeted cost: £ 270,252

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that disadvantaged children are supported through the transition points into the school at year 3 and 7.</p>	<p>Transition into a new school setting can be a difficult and challenging time for all children. Pupil premium children will have been receiving additional support in the previous settings and similar targeted support needs to be in place when they join Mayfield to ensure continuity in learning.</p> <p>Mayfield organises a two-week transition for Year 7 pupils so that we get to know the children very well before they join in September. There is also a detailed and thorough transition process for children who join Mayfield in Year 3 which involves additional 1-to-1 meetings and home visits for key vulnerable pupils.</p>	4
<p>Organise a Summer School in Summer 2022 for disadvantaged pupils and those who have not met ARE in Years 1 – 7.</p>	<p>The summer holidays can be a difficult time for disadvantaged pupils who don’t get on to go on holidays or have trips away of educational interest. Many pupils miss school and miss seeing their friends. The Summer School is an opportunity to keep in touch with school and learning over the 6-week break and ensure that children don’t fall back in their learning.</p>	4, 5, 7, 8

	<p>Children who did not meet ARE at the end of the previous year are also targeted for additional intervention to close the gaps before they return for the new school year. The Summer School also provides support to working families who can struggle with the costs of childcare during the summer holidays.</p> <p>Summer schools EEF (educationendowmentfoundation.org.uk)</p>	
<p>Implement a programme of Alternative Provision placements and courses for pupils who have struggled to engage with education post-lockdown</p>	<p>The Covid-19 pandemic caused significant disruptions to families and schools. For some pupil premium pupils and families, the engagement with education and schooling has been significantly fractured. We had a group of KS4 pupils who struggled to with the demands of our mainstream post-Covid re-engagement curriculum in Spring and Summer 2021. These pupils require a different approach using alternative provision to rebuild engagement and get them back on track.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Organise a Year 11 Easter and May Half-term School to support PP pupils with revision for their GCSE examinations</p>	<p>Pupil Premium pupils have suffered the most during the disruption caused by the pandemic and are likely to have the biggest gaps as they prepare for their GCSE exams next summer. Some PP pupils lack the organisation, skills and motivation to be able to revise effectively at home during holiday periods. Other PP pupils also live in over-crowded households where is difficult to work and revise independently. The school will therefore organise an Easter School with sessions in all key subject to support PP pupils to revise effectively.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	2, 3
<p>Implement a programme of 1-to-1 and small group tutoring in all phases of the school</p>	<p>Disruptions caused by the pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable pupils have been particularly impacted.</p> <p>Tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	4, 5

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

Budgeted cost: £ 213,648

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a Pupil Support Team to include:</p> <ul style="list-style-type: none"> • 2.5 FTE ELSAs • Home Family Link Worker • Pupil Support Manager – Attendance and Welfare 	<p>Many pupil premium pupils underachieve as their attendance is poor. Pupil premium families also tend to be less engaged with the school than other families. Our experienced Pupil Support Team have a strong track record in providing effective targeted support for pupils and families who are struggling with school and at risk of underachieving. The Pupil Support Team work closely with Year Leaders, Heads of House and the SENCo to ensure that the needs of vulnerable children are met.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	3, 6, 7
<p>Organise Lunchtime Buddy Clubs for KS2 and KS3</p>	<p>Lunchtimes and breaktimes can be difficult for some pupil premium pupils with anxiety or friendship issues. Anxiety around the less structured times can lead to poor attendance and school refusal. The lunchtime buddy clubs for KS2 and KS3 provide pupils with a safe and nurturing environment where they can make new friends.</p>	2, 6, 8
<p>Offer an extended school day for pupils in KS1-3 with high quality enrichment activities that support the development of the 6Rs.</p>	<p>An extended school day enables children to experience new activities, build a sense of achievement and self-esteem, while developing new friendships that will support wellbeing and good attendance. High quality extra-curricular also enables pupils to develop the 6Rs in different contexts. Our Extra-Curricular programme is a strength of the school and the established Primary model of delivery is now being rolled out for Year 7 and 8.</p> <p>Judith Firth (Senior) and Mel Guy (Primary) coordinate the school's extended day provision. They will monitor the quality of the provision and the participation by disadvantaged pupils. Group tutors and class teachers will ensure that disadvantaged pupils are taking part in the extended day.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 5
<p>Provide free instrumental Music Tuition to disadvantaged pupils.</p>	<p>Instrumental Music tuition at Mayfield is charged at £60, however, these costs may deter some low-income families from being able to take part in this programme. Learning to play a musical instrument is a central part of our vision for our all-through school, so it is important that no pupil is prevented taking part on the grounds of their family income. Therefore, all pupil premium are able to receive this provision free of charge.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	3, 7

<p>Implement an attendance strategy to diminish the differences in attendance.</p>	<p>The current overall attendance for pupil premium pupils is 88.5% compared to a 94.3% for other pupils. Pupil Premium children are also far more likely to be persistently absent compared to other children. Interviews with PP children with high levels of absence showed that a significant number were also young carers.</p>	<p>6</p>
<p>Provide a Flexible Support Fund to ensure that PP pupils have access trips and enrichment activities that they would not otherwise be able to afford.</p>	<p>Disadvantaged children risk missing out on some of the enrichment activities and experiences due their family finances. Mayfield has allocated £5,000 in a Flexible Support Fund to ensure that disadvantaged children have fair access to enrichment and extension activities, such as Residentials and school trips.</p>	<p>3</p>
<p>Ensure that Service Children receive priority access to support services, e.g. ELSA, Home-Family Link Worker during times of stress. Provide regular information is given to Service Families on how to access wider support networks outside of school. Organise Half-termly social gathering and trips for Service Children.</p>	<p>Service Children tend not to be financially deprived, but their progress can suffer at times of stress within the family such as when a parent is deployed away from the home for extended periods. Teachers and tutors will proactively support and intervene when progress, engagement or attendance shows signs of falling. The school will also facilitate a half-termly social gathering of Service Children so that they are able make friends across year groups or phases and provide mutual support. The Service Premium page on our website has up-to-date information for families.</p>	

Total budgeted cost: £ 505,900

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The effect of the pandemic, and extended periods of school closure, has had a severe impact on the outcomes of pupils in receipt of the Pupil Premium. Attainment at all levels and Key Stages has fallen, reflecting the national widening of the gap in attainment.

The following are the headline figures for attainment in 2021-2:

- GLD in Year R (gap 51%)
- Year 1 Phonics screening (no gap)
- Year 2 Phonics screening (gap 41%)
- End of KS1 assessment (gap 39%)
- End of KS2 assessment (gap 20%)
- Significant impacts in reading, writing and maths progress KS1-2
- KS4 Progress 8 score (gap -0.44)
- KS4 grades 4-9 in English and Maths (gap 21%)

Evidence suggests that attendance remains a key concern, at primary level PP pupils were -1.9% to Pupil Premium children nationally, and at secondary -6.9%. Those pupils in receipt of the Pupil Premium who attend school, and are not persistently absent, achieve more in line with their peers.

In addition, alternative provision implemented for specific pupils at external providers was a success, meeting their individual needs. Both PP pupils who attended a local FE facility completed the year and gained a qualification important for their future success.

As a result of these results, and a change in leadership, a review of the previous spending of the Pupil Premium has been undertaken and the implementation of the strategy has been amended to reflect the changing priorities and the School Improvement Plan.

Key challenges (as detailed above) have been retained, but going forwards there will be a move in expenditure away from targeted academic support and wider strategies towards teaching, in line with research from the Education Endowment Fund. This process will get underway, and continue, across the next budget cycle.

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

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>Mayfield received £23,360 for our 61 Service Pupils last year. This funding is included in the totals shown on this report. The funding is used to support the salaries of the Pupil Support Team who provide additional targeted support during times of stress for the family, for example when a parent is deployed overseas.</p> <p>As in previous years, we have used the funding to facilitate half-termly meetings of the Service Families from across the school so that they can share experiences and provide mutual support. We have also organised special Service Pupil trips to events like Remembrance to celebrate the role that the Services play in the life of our city.</p> <p>Following the end of the pandemic and lifting of restrictions, groups and excursions for Service Pupils have recommenced and a member of staff works with them as part of his UPR.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Service Pupils achieved well at GCSE, with a Progress 8 score of +0.29, achieving ahead of their peers.</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.