

Mayfield School – Pupil Premium Strategy Report 2020-21

1. Summary information					
School	Mayfield All-through School				
Academic Year	2020-21	Total PP budget	£384,875	Date of most recent PP Review	Sep-16
Total number of pupils	1,425	Number of pupils eligible for PP	334 FSM6, 61 Service Children, 9 Post-LAC	Date for next internal review of this strategy	Nov 21

2020 attainment (KS4)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving Grade 4+ in English and Maths	48%	Not yet known
Progress 8 score average	-0.90	Not yet known
Attainment 8 score average	37.54	Not yet known
2019 attainment (KS1)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	36%	65%
% making expected standard or above in reading	73%	79%
% making expected standard or above in writing	55%	74%
% making expected standard or above in mathematics	45%	80%
% passing Phonics in Year 1	82%	85%
% achieving a Good Level of Development in Year R	71%	74%

2. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	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.	
B.	Pupils eligible for PP often lack the learning skills required to succeed in school and their self-confidence and motivation can be low.	
C.	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.	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	The school closures in Spring and Summer 2020 had a disproportionately negative impact on pupil premium pupils and caused many of them to fall further behind.	
E.	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.	
F.	Parental engagement with support available both in and out of school.	
G.	Transition into Year 3 and 7 and new pupils arriving as mid-term transfers.	
H.	Some more vulnerable groups of pupils have experienced several changes of school prior to joining Mayfield.	
I.	Low aspiration and motivation of some disadvantaged families.	
J.	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.	
3. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		
Success criteria		
A.	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.
B.	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.
C.	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.
D.	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.
E.	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.
F.	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 2021. 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.
G.	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.

H.	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.
I.	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.
J.	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.
K.	Service children are provided with enhanced pastoral support to enable them to succeed.	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.
L.	To develop more effective engagement with disadvantaged families.	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.
M.	The school closures in Spring and Summer 2020 had a disproportionately negative impact on pupil premium pupils and caused many of them to fall further behind.	Between Autumn 2020 and Summer 2021 our monitoring of pupil progress will show that the gaps between PP and all other students will have narrowed in all sections of the school.
N.	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	Staff will be aware of pupils who are newly eligible for FSM. These pupils receive targeted support with their learning and emotional needs.

4. Planned expenditure

Academic year

2020-21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Ensure that teachers receive detailed information on disadvantaged pupils and share strategies on works well with individuals.</p>	<p>In the SEN folder in the shared area, there will be pen portraits for all PP students. These will show what the area of concern is, the lead in school and any useful strategies for in the classroom or other. This will also show cross over with SEN.</p>	<p>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.</p>	<p>Erika Anders (AHT) is the School SENCO and also has responsibility for narrowing the gaps for disadvantaged pupils. This dual role means that she is uniquely placed to coordinate the flow of information to teachers about the needs of individual pupils and monitor the progress of individuals and groups to ensure that they are on track for success.</p>	<p>AND</p>	<p>How well staff know their pupils and adapt the learning for them is under constant review through the school's QA procedures. AHT will carry out 3 Learning Walks per year to measure the effectiveness of the pen portraits. The effectiveness of the pen portraits will be reviewed by Summer 2021.</p>
<p>Revisit with Subject 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.</p>	<p>Teachers are positively and proactively targeting and planning for the individual needs of disadvantaged children so that they are able to make accelerated progress compared to other pupils.</p>	<p>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.</p>	<p>Time will be allocated to work with Subject Leaders on teaching approaches that are used to support disadvantaged children. Primary Progress Meeting and Senior Data Intervention Meeting time will be allocated for staff to share strategies across phases and department teams. Lesson observations and drop-ins will show that teachers are visibly targeting</p>	<p>AND/ Quality Leaders</p>	<p>This will be reviewed in the summer following the final round of lesson observations.</p>

<p>Develop a whole school ethos around the 6Rs to ensure that PP pupils are ready, resilient, respectful, responsible, resourceful and reflective learners.</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>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." Promoting the 6Rs has been at the centre of a successful Challenge the Gap pilot project in the Primary section in 2017-18 and many of the successful strategies can be used more widely across both phases of the school.</p>	<p>The development of a whole school ethos around the 6Rs is part of our School Action Plan. Steph Bartlett (AHT) is leading on embedding the 6Rs into th There will be regular opportunities for colleagues in the Primary and Senior sections to collaborate on strategies that promote pupils' understanding of effective learning.</p>	<p>Heads of School</p>	<p>'The use of the relevant R' is one of the strands of the Mayfield Expected Standard that is considered in each formal lesson observation. Governor monitoring groups meet termly to review the school's progress on each strand of the School Action Plan.</p>
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<p>£5000 for staff time and admin support in producing pen portraits, £8000 for new graphics and certificates to raise the profile of the 6Rs, £8,000 in staff time for the pupil conferencing and feedback in Primary.</p>	<p>Total budgeted cost: £21,000</p>
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ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Adapt Early Years provision to ensure that the effect of deprivation on entry is minimised.</p>	<p>Disadvantaged children are supported to catch-up with their peers by the end of Year R. The difference in the percentage of disadvantaged children achieving GLD and all other children will narrow from 13% in 2018 to less than 10% in 2019.</p>	<p>Disadvantaged 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.</p>	<p>From April onwards, Mayfield staff attend outside agency meetings for vulnerable and disadvantaged children and additional pre-school and home visits are made. Communication and language is a key barrier for these pupils, so One of the TAs has been trained by a SALT therapist to be the Lead TA to deliver interventions across KS1. This TA also acts as the key worker for this core group of children. English tasks in the autumn term have also been refocussed on Communication and Language rather than writing and recording.</p>	<p>BUC</p>	<p>The Early Years team together weekly and they moderate together on a half-termly basis. The curriculum and provision for disadvantaged children is therefore under constant review.</p>

<p>Ensure that disadvantaged children are supported through the transition from Year R to Year 1</p>	<p>Disadvantaged children who did not make GLD at the Early Years will continue to receive tailored support and intervention to help them to catch up with their peers by the end of Year 1.</p>	<p>Younger disadvantaged 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 disadvantaged children can continue to catch-up with their peers.</p>	<p>Meeting time is provided for Transition meetings with teachers and Teaching Assistants. One of the Year R TAs has been trained as a specialist in speech and language interventions and she is now deployed across Year R and 1 to break down barriers to learning. There will be special Invite-only Extra-Curricular clubs for Year 1 and 2 disadvantaged children with the Primary ELSA. Parental engagement meetings are held to explain the differences between Early Years and KS1.</p>	<p>BUC</p>	<p>The intervention timetable for Early Years and KS1 is under constant review. All children take a standardised assessment in reading, maths and SPAG each term. The outcomes of these assessments are used alongside ongoing teacher assessment to measure the progress that children are making from their starting points.</p>
<p>Ensure that disadvantaged children are supported through the transition points into the school at year 3 and 7.</p>	<p>To ensure effective transition into Year 3 and Year 7 and that mid-year joiners are supported to make good progress. Ensure that data and information about disadvantaged children is received in a timely fashion and that there is effective communication across the phases.</p>	<p>Transition into a new school setting can be a difficult and challenging time for all children. Disadvantaged 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 and home visits for key vulnerable pupils. Disadvantaged pupils are encouraged to take on pupil leadership roles to help them valued in their new school.</p>	<p>AND/LEW</p>	<p>The effectiveness of transition arrangements are reviewed each September and refined accordingly for the next year.</p>
<p>Organise a Summer School for disadvantaged pupils and those who have not met ARE in the primary section.</p>	<p>Disadvantaged children are supported to catch up with their peers by the end of Key Stage 2. To develop more effective parental engagement with disadvantaged families.</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. 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>Priority invites to attend Summer School are given to disadvantaged pupils, Service Children and those who did not meet ARE at the end of June. These groups have the first opportunity to secure Summer School places and we work with hard to reach families to ensure that the offer a place is accepted. The remaining places are then offered to other children and families to ensure that there is not a stigma attached to attending the Summer School.</p>	<p>RGR</p>	<p>Children do a Circle Time activity at the end of the Summer School to say what they enjoyed. Teachers track the pupils in the Autumn Term to see whether it had a measurable impact on pupil progress. Standardised assessment outcomes will show that children who attended the Summer School made better progress between the end of the summer and autumn terms compared to those who did not.</p>

<p>Take part in the Premier League Primary Stars programme with a cohort of 30 disadvantaged children from Year 3 and 4.</p>	<p>Disadvantaged children are supported to catch up with their peers by the end of Key Stage 2. Disadvantaged pupils are supported to become ready, resilient, respectful, responsible, resourceful and reflective learners.</p>	<p>The Primary Stars project combines booster sessions in English and Maths with physical activity and the opportunity to develop the 6Rs. The project is a joint venture between Mayfield and Pompey in the Community and it lasts for 8 weeks in the spring term</p>	<p>A member of the Mayfield staff will work alongside the coach. This project is well established in other Portsmouth Primary schools and has a proven impact in raising levels in English and Maths, while also improving children's self-esteem and learning skills.</p>	<p>LEW</p>	<p>Children will complete an evaluation at the end of the project. The impact will be monitored through the outcomes of the standardised assessments between the autumn and spring terms.</p>
<p>Implement an attendance strategy to diminish the differences in attendance in the senior section.</p>	<p>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 90% to 95% in line with 'other' pupils.</p>	<p>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. Interviews with PP children with high levels of absence showed that a significant number were also young carers.</p>	<p>The EWO has established a Young Carers group in seniors. The EWO and Heads of House monitor attendance and target key pupils using the school's intervention toolkit. Key pupils receive mentoring and Senior Leader drop-in to Year 11 key classes to check on the progress.</p>	<p>RGR</p>	<p>Attendance is monitored daily. Key pupils have an Attendance Plan that is monitored at regular intervals. The overall attendance figures for PP and non-PP are reported to Governors half-termly.</p>
<p>Employ additional Apprentice Teaching Assistants in the Primary Section to target specific interventions for PP pupils.</p>	<p>Disadvantaged children are supported to catch up with their peers by the end of Key Stage 2.</p>	<p>We know that 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 early years. However, we also recognise that it is best to try to close the gaps when children are young as the gaps are narrowest. The additional Apprentice Teaching Assistants are therefore deployed in Year R and Year 2, working under the direction of the class teacher, on targeted interventions to close the gaps for individual pupils and groups.</p>	<p>The Apprentice TAs receive work based training and support from their Training Provider. They work as part of a team and take their direction from the class teacher. Their work in school is closely monitored by the Primary SENCO and they have half-termly observations and appraisals to develop their practice.</p>	<p>BUC/LEW</p>	<p>The requirements for additional TA support for the Primary section are reviewed in the Spring Term Decisions on the deployment of the TAs to the year groups where they will have most impact are taken in the Summer Term. The impact of the TAs is measured in the end of year analysis of outcomes in June and July.</p>

<p>Employ additional teachers of English and Maths to reduce class sizes in response to need.</p> <p>Employ an English Intervention Manager to work with targeted disadvantaged pupils in Years 7 -11 who are at risk of falling behind.</p> <p>Organise a Year 11 Easter School and May Half-term Revision School</p>	<p>Improved rates of progress in English and Maths for senior section pupils eligible for PP.</p>	<p>Historically, Mayfield has invested its Pupil Premium funding in additional teaching capacity for English and Maths. This additional capacity has been deployed in KS4 as pupils have gaps from earlier Key Stages that need to be addressed. The new more challenging GCSE courses have exacerbated this issue. Pupils eligible for PP are entering Year 10 without the literacy and numeracy skills needed to succeed on the new GCSE courses, which prevents them from making good progress and limits their chances of successful progression into further education, training or employment. The additional teaching capacity enables set sizes to be reduced, so that teachers are able to know their classes better and provide more targeted support and interventions.</p>	<p>Directors of Learning and Subject leaders for English and Maths monitor the quality of teaching and learning through the school's QA procedures. Half-termly analysis of performance information is used to show whether classes are performing in line with targets and then to put interventions and improvements for the next half-term.</p>	<p>CLY /HEA</p>	<p>The strategy of targeting additional resources in KS4 had proved successful in 2016 with significant narrowing of the gaps in English and Maths. By March 2021, the Directors of Learning for English and Maths will review the deployment of the additional capacity in KS4 and consider whether this needs to be redirected to KS3 or used more flexibly to meet individual needs.</p>
<p>Ensure that Service Children receive priority access to support services, e.g. ELSA, Home-Family Link Worker during times of stress.</p> <p>Provide regular information is given to Service Families on how to access wider support networks outside of school.</p> <p>Organise Half-termly social gathering and trips for Service Children.</p>	<p>Service children are provided with enhanced pastoral support to enable them to succeed.</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>	<p>Teachers and tutors will know who the Service Children are in their groups. Service Children whose progress or attendance are a cause for concern will be discussed at the fortnightly professionals meeting. The half-termly meeting of Service Children will signpost the additional support that is available in school should the children wish to self-refer. The vital role that the Services will be celebrated at regular intervals throughout the year. Service children will receive invite-only access to special trips and Extra-Curricular clubs.</p>	<p>AND/BUC</p>	<p>We will survey Service Children in the Summer Term to support the evaluation of this year's programme for Service Children. Suggested changes and improvements will be implemented for September 2021.</p>

Develop a suite of literacy and numeracy interventions in the senior section.	Improved rates of progress in English and Maths for Key Stage 3 pupils eligible for PP.	There is often a high cross-over between SEN and disadvantaged. Although these interventions are organised by the Learning Support Department, children do not have to be on the SEN register to access these interventions and all teachers can refer any child to be part of them.	Groups include Resilience withdrawal for reading, pre-vocab learning, telling the time, dealing with money, numeracy interventions, communication skills, touch typing. All intervention groups have been resourced by trained SEN teachers.	AND	Each intervention is time limited with an assessment at the end of the programme. SEN teachers track the progress of the children in lessons and with staff. Pupils complete an exit questionnaire on the value of intervention.
Increase our EWO and Home-Family Link Workers capacity to enable earlier intervention with parents in the primary section from 2 to 2.5 FTE. Employ two ELSAs in Seniors and 0.5 FTE in Primary. Provide Lunchtime Buddy Clubs for KS2 and KS3	Improved rates of attendance for pupils eligible for PP across the school. 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 90% to 95% in line with 'other' pupils.	Many disadvantaged pupils underachieve as their attendance is poor. The EWO and HFLW work with PP pupils and families who have poor attendance. In Primary, the HFLW proactively supports children and their families who are not engaging positively with the school. All PP pupils get priority calls in the morning if they are absent. In Seniors, PP pupils get priority home visits and have a 'back to school' meeting to provide on-going support. A Lunchtime Buddy Club is used to provide additional support during less structured times of the school day for vulnerable children in KS3.	There is a vulnerable pupil tracker on SIMS that identifies the barriers to learning for each child and can be accessed by all staff. Fortnightly professionals meeting including SENCO, EWO, HFLWs, ELSAs to focus on vulnerable pupils and families across both phases of the school. This will ensure that essential information is shared and there is systematic targeting of resources based on data. Meetings in Spring 2019 will focus on Year 7 and Year 9 disadvantaged pupils. AND to update the Venn diagrams to show the cross over between SEN, PP and low attendance.	AND	In Spring 2021, we will review whether we have enough capacity with ELSAs and whether the communication and co-ordination of strategies in school has improved.
£10000 for Primary Summer School, £21000 for Apprentice TAs in Primary, £100000 for additional teacher of English and Maths, £2,000 in staff time for Premier League Rising Stars, £27000 for English Intervention Manager, £15000 for Easter and May half-term revision, £67000 for EWO and HFLWs, £44000 for ELSAs, £5000 for Lunchtime Buddy Clubs,					Total budgeted cost: £303,000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Offer an extended school day for pupils in KS1-3 with high quality enrichment activities that support the development of the 6Rs.	Disadvantaged pupils are provided with fair access to high quality enrichment and extension activities. PP pupils are ready, resilient, respectful, responsible, resourceful and reflective learners.	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.	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.	FIR/ GUY	A termly report will show the participation statistics for disadvantaged and other pupils. Pupil voice activities will be used for evaluation and to determine activities for future half-terms.

Roll out the successful Challenge the Gap initiative with a target group of Year 3 children.	PP pupils are ready, resilient, respectful, responsible, resourceful and reflective learners.	Our Challenge the Gap pilot project was successful in boosting children's confidence as effective learners. It raised their attendance and boosted their reading levels. This project will be rolled out with Year 3 next year.	Peyton Turner will work with the Year 3 team to ensure that the project is a success	TUN	Termly learning skills questionnaires will measure children's confidence as effective learners. Half-termly analysis of attendance and reading data.
Provide free instrumental Music Tuition to disadvantaged pupils. 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.	Disadvantaged pupils are provided with fair access to enrichment and extension activities.	Disadvantaged children risk missing out on some of the enrichment activities and experiences due their family finances. Mayfield has allocated £5,000 to support instrumental Music tuition and an additional £5,000 in a Flexible Support Fund to ensure that disadvantaged children have fair access to enrichment and extension activities.	We will monitor the take-up of instrumental Music tuition from disadvantaged children and families and ensure that this broadly matches the proportion of disadvantaged pupils in the school. Erika Anders will oversee requests for access to the Flexible Support Fund and will ensure that these are handled fairly.	AND	We will consider how the Flexible Support Fund was spent in Spring 2021 and whether this added value. The take up of Music tuition by disadvantaged pupils will be monitored half-termly.
£5000 for Subsidised Music Tuition, £5000 for Flexible Support Fund, £2000 for Challenge the Gap in staff time and rewards, £20000 staff costs for supporting extra-curricular					Total budgeted cost: £32,000

5. Review of expenditure

Previous Academic Year

2019-20

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
Ensure that teachers receive detailed information on disadvantaged pupils and share strategies on works well with individuals.	In the SEN folder in the shared area, there will be pen portraits for all PP students. These will show what the area of concern is, the lead in school and any useful strategies for in the classroom or other. This will also show cross over with SEN.	Lesson observations and drop-ins checked that teachers know which pupils are in their classes are eligible for PP funding. The Vulnerable student group met regularly with a focus on the PP students with less than 95% attendance. Each pupil was allocated a key worker. The group is made up of EWO, HFLW, ELSA for both primary and secondary, AHT for PP and Head of Early Years.	This approach will continue in 2019-20. The pen portraits so far have focused on PP pupils who also have SEN or attendance concerns. In 2019-20 they will be rolled out to include all PP children.

Revisit with Subject 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.	Teachers are positively and proactively targeting and planning for the individual needs of disadvantaged children so that they are able to make accelerated progress compared to other pupils.	The termly Progress Meetings in Primary included a focused discussion between the class teacher and senior leaders on each individual PP child and how their needs were being met. Strategies and advice were shared where the PP children were 'stuck'. In Seniors, the half-termly data intervention meetings focused on PP children and the interventions that were required to help these pupils to achieve their targets. The overall Progress 8 score for PP pupils improved from -0.99 in 2018 to -0.76 in 2019.	Further whole school Inset time will be allocated to the issues around the effects of disadvantage in 2019-20.
Develop a whole school ethos around the 6Rs to ensure that PP pupils are ready, resilient, respectful, responsible, resourceful and reflective learners.	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.		
Improve writing in Key Stage 2 by developing pupil feedback and conferencing.	Each disadvantaged child in Year 3 will meet with our KS2 English Lead Emma Hall for a 1-to-1 conference about their writing. The pupil will then be set targets for improvement for the forthcoming half-term when a follow-up conference with dialogue and feedback on the progress that has been made.	Pupil Conferencing was launched with Year 3 children in 2018-19 and	

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)																		
Adapt Early Years provision to ensure that the effect of deprivation on entry is minimised.	Disadvantaged children are supported to catch-up with their peers by the end of Year R. The difference in the percentage of disadvantaged children achieving GLD and all other children will narrow from 13% in 2018 to less than 10% in 2019.	<p>Primary Pupils 2018-19</p> <table border="1"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>Year R achieved GLD</td> <td>71%</td> <td>79%</td> </tr> <tr> <td>Year 1 passed Phonics</td> <td>81%</td> <td>88%</td> </tr> <tr> <td>Year 2 achieved Reading ARE</td> <td>73%</td> <td>83%</td> </tr> <tr> <td>Year 2 achieved Writing ARE</td> <td>55%</td> <td>77%</td> </tr> <tr> <td>Year 2 achieved Maths ARE</td> <td>45%</td> <td>77%</td> </tr> </tbody> </table>		Disadvantaged	Other	Year R achieved GLD	71%	79%	Year 1 passed Phonics	81%	88%	Year 2 achieved Reading ARE	73%	83%	Year 2 achieved Writing ARE	55%	77%	Year 2 achieved Maths ARE	45%	77%	
	Disadvantaged	Other																			
Year R achieved GLD	71%	79%																			
Year 1 passed Phonics	81%	88%																			
Year 2 achieved Reading ARE	73%	83%																			
Year 2 achieved Writing ARE	55%	77%																			
Year 2 achieved Maths ARE	45%	77%																			

<p>Ensure that disadvantaged children are supported through the transition from Year R to Year 1</p>	<p>Disadvantaged children who did not make GLD at the Early Years will continue to receive tailored support and intervention to help them to catch up with their peers by the end of Year 1.</p>		
<p>Ensure that disadvantaged children are supported through the transition points into the school at year 3 and 7.</p>	<p>To ensure effective transition into Year 3 and Year 7 and that mid-year joiners are supported to make good progress. Ensure that data and information about disadvantaged children is received in a timely fashion and that there is effective communication across the phases.</p>		
<p>Organise a Summer School for disadvantaged pupils and those who have not met ARE in the primary section.</p>	<p>Disadvantaged children are supported to catch up with their peers by the end of Key Stage 2. To develop more effective parental engagement with disadvantaged families.</p>		
<p>Take part in the Premier League Primary Stars programme with a cohort of 30 disadvantaged children from Year 3 and 4.</p>	<p>Disadvantaged children are supported to catch up with their peers by the end of Key Stage 2. Disadvantaged pupils are supported to become ready, resilient, respectful, responsible, resourceful and reflective learners.</p>		
<p>Implement an attendance strategy to diminish the differences in attendance in the senior section.</p>	<p>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 90% to 95% in line with 'other' pupils.</p>		
<p>Employ additional Apprentice Teaching Assistants in the Primary Section to target specific interventions for PP pupils.</p>	<p>Disadvantaged children are supported to catch up with their peers by the end of Key Stage 2.</p>		

<p>Employ additional teachers of English and Maths to reduce class sizes in response to need.</p> <p>Employ an English Intervention Manager</p>	<p>Improved rates of progress in English and Maths for senior section pupils eligible for PP.</p>		
<p>Ensure that Service Children receive priority access to support services, e.g. ELSA, Home-Family Link Worker during times of stress.</p> <p>Provide regular information is given to Service Families on how to access wider support networks outside of school.</p> <p>Organise Half-termly social gathering and trips for Service Children.</p>	<p>Service children are provided with enhanced pastoral support to enable them to succeed.</p>		
<p>Develop a suite of literacy and numeracy interventions in the senior section.</p>	<p>Improved rates of progress in English and Maths for Key Stage 3 pupils eligible for PP.</p>		
<p>Increase our EWO and Home-Family Link Workers capacity to enable earlier intervention with parents in the primary section from 2 to 2.5 FTE.</p>	<p>Improved rates of attendance for pupils eligible for PP across the school. 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 90% to 95% in line with 'other' pupils.</p>		

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
Offer an extended school day for pupils in KS1-3 with high quality enrichment activities that support the development of the 6Rs.	Disadvantaged pupils are provided with fair access to high quality enrichment and extension activities. PP pupils are ready, resilient, respectful, responsible, resourceful and reflective learners.		
<p>Provide free instrumental Music Tuition to disadvantaged pupils.</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>	Disadvantaged pupils are provided with fair access to enrichment and extension activities.		