# Pupil premium strategy statement – Mayflower Community Academy

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school  | Mayflower Community Academy |
| Proportion (%) of pupil premium eligible pupils | 47.5% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-23**(2021-2025)** |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | David SammelsHeadteacher |
| Pupil premium lead | Sarah SandeyAssistant Headteacher |
| Governor / Trustee lead | David Walters  |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £252,409 |
| Recovery premium funding allocation this academic year | £24,070 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)**\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*  | £16,580 |
| **Total budget for this academic year***If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £293,059 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| As a member of The Learning Academies Trust, Mayflower Community Academy uphold and embrace the three core beliefs that underpin its work. We believe that every child in our school deserves an outstanding education, whatever their starting point or background.* **We believe** that every child in our Trust deserves an outstanding education.
* **We believe** that schools work best when they work together.
* **We believe** that every school is unique.
1. With that in mind, the strategy and provision at Mayflower revolves around our 7 LAT ‘We Wills’, providing a framework for the work we undertake at Mayflower:
* **We will** strive for the highest possible academic standards and do everything we can to improve the life chances of the children in our care.
* **We will** aim to develop our children as responsible rounded citizens
* **We will** do everything we can to develop our children’s love of enquiry and perseverance and encourage them to be truly ‘lifelong learners’
* **We will** provide a rich and stimulating curriculum for all our children which is both broad and balanced as well as exciting and relevant.
* **We will** establish an inspirational environment in every classroom in every school.
* **We will** all work hard and try our very best every day to be ‘outstanding’ in everything we do and strive to be truly world class.
* **We will** not let social disadvantage be an obstacle to success. We know that with great leadership, inspirational teaching, caring pastoral support and hard work, every child in every one of our schools can succeed.

The Leadership Team is responsible for Pupil Premium provision, under the leadership and guidance of the Headteacher, with specific delegated responsibilities taken by individual members (e.g. Pupil Premium Leader, Pupil Progress Co-ordinator, English and Maths provision, Welfare and Inclusion support). The Pupil Premium strategy and provision is quality assured and supported by a named link governor for Disadvantaged provision.We ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that High Quality Teaching is delivered throughout the Academy. All teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses in their immediate class and across the wider cohort. Pupil premium funding is allocated to those pupils who are eligible, including proportional funding of strategies accessed by both Pupil Premium and non-Pupil Premium children alike. When allocating provision for socially disadvantaged pupils, we recognise that not all pupils who receive Free School Meals (FSM) will be socially disadvantaged, however, we also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, and therefore the additional funding. Provision will be targeted and appropriate for pupils who belong to vulnerable groups by ensuring that the needs of socially disadvantaged pupils are adequately and frequently assessed and addressed. A range of robust diagnostic assessments and tracking systems will be used to ensure early action and intervening at the point of need. For example, in addition to our government funded route, we also link with partners to address contextual relevant needs, such as food poverty. Over Christmas, we distributed approximately 80 free food hampers.Furthermore, we will use the following principles as part of our work in supporting disadvantaged children: * Staff know the demographic of the children they teach, tutor or mentor (particularly the disadvantaged): we build strong relationships with these pupils, gaining knowledge of their subject strengths, depth of understanding and areas for development.
* We focus on developing them as individuals: their talents and interests, as well as supporting them with their associated challenges and barriers.
* We recognise that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extracurricular opportunities that challenge and inspire them.
* We hold high expectations for all of our pupils but seek to equip our most disadvantaged pupils with the tools to empower them: academically, physically, emotionally and socially.
* We know that excellent teaching is at the heart of disadvantaged learners’ success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
* Effective teaching must be adaptive and personalised: Teachers and Teaching Assistants engage with our high quality CPD package; coaching and mentoring package; and evidence-informed approaches to reflect and refine practice. Subject mastery is encouraged and developed, seeking to always to improve subject knowledge and expertise.
* We address financial and practical barriers to learning and enrichment: we support access to activities and enrichment opportunities; we provide essential equipment, free holiday clubs and memory tools for disadvantaged students.
* We offer opportunities for independent practice: we explicitly teach our pupils learning strategies and approaches which are embedded in lessons and pedagogy. These strategies and approaches support pupils in accessing the knowledge in class and help them to remember more.
* We raise aspirations and focus on the future: we provide guidance and support that allows our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.
* Excellent attendance is fundamental to student success: we have a robust approach to this, intervening early and positively.

All of our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations (ARE) especially in English and Maths, but also in areas where eligible pupils show a particular aptitude, or where their parents financial circumstances prevent them from accessing specialist coaching or instruction.Our Pupil Premium strategy is an integral part of our wider school approach 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. |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | **Low entry points:**Pupils enter with delayed speech and language skills (under-developed oral language skills, vocabulary gaps, understanding of concepts).This is evident from Reception through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | **Curriculum gaps:**The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant gaps in knowledge leading to pupils falling further behind age-related expectations, especially early Reading.Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | **SEMH:**Heightened anxiety and lack/regression of self-regulatory behaviours has impacted negatively on the attendance and ‘readiness to learn’ of disadvantaged pupils.Our attendance data at the end of last year (July 2022) indicates that attendance among disadvantaged pupils was 2.4% lower than for non-disadvantaged pupils (94.5% attendance for non-PP compared to 92.1% attendance for PP). Although attendance has improved since returning in September 2022, the gap between the disadvantaged and non-disadvantaged remains the same: 2.4% lower than for non-disadvantaged pupils (97.5% attendance for non-pp and 95.0% attendance for pp)Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |
| 4 | **Socio-economic:**Our wellbeing and safeguarding team have identified social and emotional issues for many pupils and their families, notably due to isolated learning, a lack of personal support, delays in external service support and a lack of enrichment opportunities during school closure. Following an increased awareness of the academic expectations of pupils, there is a need for strategic support around upskilling parents (to directly support and model to their children or for their own personal ambition and confidence)  |

## 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.

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| Intended outcome | Success criteria |
| **High quality extended day intervention / tuition**  | There will be increased access to time, space, resource and expertise, enabling the acceleration of progress towards ARE (with a particular focus on Reading, Writing, Maths).***Measure:*** *Number of pupils attending extended day tuition provision (100% of BARE PP)**Intervention impact data report**Termly NFER data**End of Key Stage performance data* |
| **High quality teaching & learning** | Evidence informed effective teaching in the classroom will be refined and developed through a tailored and high quality CPD package, enabling the acceleration of progress towards ARE (with a particular focus on Reading, Writing, Maths and Oral language).***Measure:*** *Staff pupil voice, evidence of CPD strategy and internal QA records**Termly NFER data**End of Key Stage performance data* |
| **High quality in school intervention** | Implementation of effective evidence-informed intervention, targeted specifically at identified gaps in learning, enabling the acceleration of progress towards ARE (with a particular focus on Reading, Writing, Maths and Oral language).***Measure:*** *Impact evidence from school led tutors, academic mentors, subject specialists and HLTAs**Intervention impact data report**Termly NFER data**End of Key Stage performance data* |
| **Informed SEMH strategy and support** | Identified Academy WILT and Wellbeing team: trained to support and empower pupils and the community, enabling self-regulation, improved attendance, stability and social mobility.Sustained high attendance from 2024/25 demonstrated by:* the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.
* the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

***Measure:*** *Attendance records**WILT records**Behaviour logs* |

## 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

Budgeted cost: £159, 987

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 6 HLTAs (£54,201+ £27,144 = £81, 345) | WAVE 4: Accelerated Progress - Targeted and Academic SupportTargeted Intervention (small groups)EEF: Small Group Tuition +4 | 1, 2 |
| Speech and Language Intervention (£600) | WAVE 4: Accelerated Progress - Targeted and Academic Support S&L Screening: EYFS (early identification and immediate action) Targeted Speech and Language support. Key workers plan interventions and adapt personalised plans using the Speech and Language therapist’s expertise.EEF: Early Years Communication and Language Approaches Intervention +6 | 1 |
| Specialist teaching (£78, 042) | WAVE 4: Accelerated Progress- Targeted and Academic Support1. Core Curriculum Small Group:

WAVE 4: Accelerated Progress - Targeted and Academic SupportAdditional specialist teaching staff target pupil's misconceptions in Literacy and Maths (1:1 / small groups)  EEF: Small Group Tuition +41. Additional Targeted Individual Intervention:

Additional specialist teaching staff target pupil's misconceptions in Literacy and Maths e.g., EEF: Extending School Time School +2 monthsEEF: One to One Tuition +51. Extended Day Intervention:

WAVE 4: Accelerated Progress - Targeted and Academic SupportAdditional specialist teaching staff target pupil's misconceptions in Literacy and Maths (1:1 / small groups) EEF: One to One Tuition +5 | 2 |

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

Budgeted cost: £50,120

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Saturday & Easter School (£8,000) | WAVE 4: Accelerated Progress- Targeted and Academic Support Targeted/ Vulnerable pupils receive additional core subject teaching during holiday.EEF: Extending School Time School +2 months | 2 |
| Afternoon TAs (£2,000) | WAVE 4: Accelerated Progress - Targeted and Academic SupportAdditional specialist teaching staff target pupil's misconceptions in Literacy and Maths (1:1 / small groups) EEF: Small Group Tuition +4 | 2, 3, 4 |
| 4 x School Led Tutor extended Day (£10,080) | WAVE 4: Accelerated Progress- Targeted and Academic Support Targeted/ Vulnerable pupils receive additional core subject teaching during the extended school dayEEF: Extending School Time School +2 months | 2 |
| School Led Tutor (£14,990) | WAVE 4: Accelerated Progress- Targeted and Academic Support1. Core Curriculum Small Group:

WAVE 4: Accelerated Progress - Targeted and Academic SupportAdditional specialist teaching staff target pupil's misconceptions in Literacy and Maths (1:1 / small groups)  EEF: Small Group Tuition +41. Additional Targeted Individual Intervention:

Additional specialist teaching staff target pupil's misconceptions in Literacy and Maths e.g., EEF: Extending School Time School +2 monthsEEF: One to One Tuition +51. Extended Day Intervention:

WAVE 4: Accelerated Progress - Targeted and Academic SupportAdditional specialist teaching staff target pupil's misconceptions in Literacy and Maths (1:1 / small groups) EEF: One to One Tuition +5 | 2 |
| Catch Up TA (£13,550) | WAVE 4: Accelerated Progress- Targeted and Academic Support1. Core Curriculum Small Group:

WAVE 4: Accelerated Progress - Targeted and Academic SupportAdditional specialist teaching staff target pupil's misconceptions in Literacy and Maths (1:1 / small groups)  EEF: Small Group Tuition +41. Additional Targeted Individual Intervention:

Additional specialist teaching staff target pupil's misconceptions in Literacy and Maths e.g., EEF: Extending School Time School +2 monthsEEF: One to One Tuition +5 | 1, 2 |
| Recovery Resources (£2,000) | WAVE 4: Accelerated Progress - Targeted and Academic SupportSchool +2 monthsEEF: One to One Tuition +5, Small Group Tuition +4 | 2 |

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

Budgeted cost: £82,924

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Morning TAs (£12,939) | WAVE 2: Breakfast Club.EEF: Magic Breakfast +2 months | 3, 4 |
| Family Support Advisor (£48,227) | WAVE 1: Family EngagementSupport targeted/vulnerable families to access Academy Life and Learning.WAVE 4: Accelerated Progress - Targeted and Academic Support 'Reading and Phonics' and 'Rapid Recall' (Propeller)Parental Engagement +3 | 3, 4 |
| Enhanced in-class support (£19,802) | WAVE 4: Accelerated Progress- Targeted and Academic Support1. Core Curriculum Small Group:

WAVE 4: Accelerated Progress - Targeted and Academic SupportAdditional specialist teaching staff target pupil's misconceptions in Literacy and Maths (1:1 / small groups)  EEF: Small Group Tuition +41. Additional Targeted Individual Intervention:

Additional specialist teaching staff target pupil's misconceptions in Literacy and Maths e.g., EEF: Extending School Time School +2 monthsEEF: One to One Tuition +51. Extended Day Intervention:

WAVE 4: Accelerated Progress - Targeted and Academic SupportAdditional specialist teaching staff target pupil's misconceptions in Literacy and Maths (1:1 / small groups) EEF: One to One Tuition +5 | 2 |
| Educational Welfare (£1,456) | WAVE 1: Family Engagement and Attendance  | 3, 4 |

**Total budgeted cost: £292,531** (£28)

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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

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| We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE has shared our school’s 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. Data from tests and assessments suggest that, despite some strong performances, the progress and attainment of the school’s disadvantaged pupils in 2021/22 was below our expectations in KS2 Reading and GPS. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated (e.g. Spellings).The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.Absence among disadvantaged pupils was 2.4% higher than their peers in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.In light of this analysis, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes. |

# Further information (optional)

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| Pupil premium underspend from 2021-22 was carried forward to employ a ‘Catch-up TA’ primarily focused on Phonics and Reading for 2022-23, as well as contributing to the employment of 4 x School Led Tutors, dedicated to supporting our Lowest 20% and SEND pupils. The provision that these roles will ensure, is evidenced-informed and carefully planned to target the most disadvantaged pupils, in small groups, in Phonics and Reading. Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include: * embedding more effective practice around metacognition and the use of memory tools. [EEF evidence](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
* offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. These will centre around our extended day (including Saturdays) and will be facilitated by the appointment of our PE teaching assistant (funded by PE Premium). Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

**Planning, implementation, and evaluation**In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. Our pupil premium leader attended an EEF series of workshops, exploring the diagnostic and analysis stage, followed by the implementation planning of the pupil premium strategy. In addition to this, we have commissioned a pupil premium review to get an external perspective. We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We researched the effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the [EEF’s implementation guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) (through the Kingsbridge School of Research course) to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities, interventions and approaches are likely to work in our school and impact pupil progress the most. We will continue to use it through the implementation of activities. |