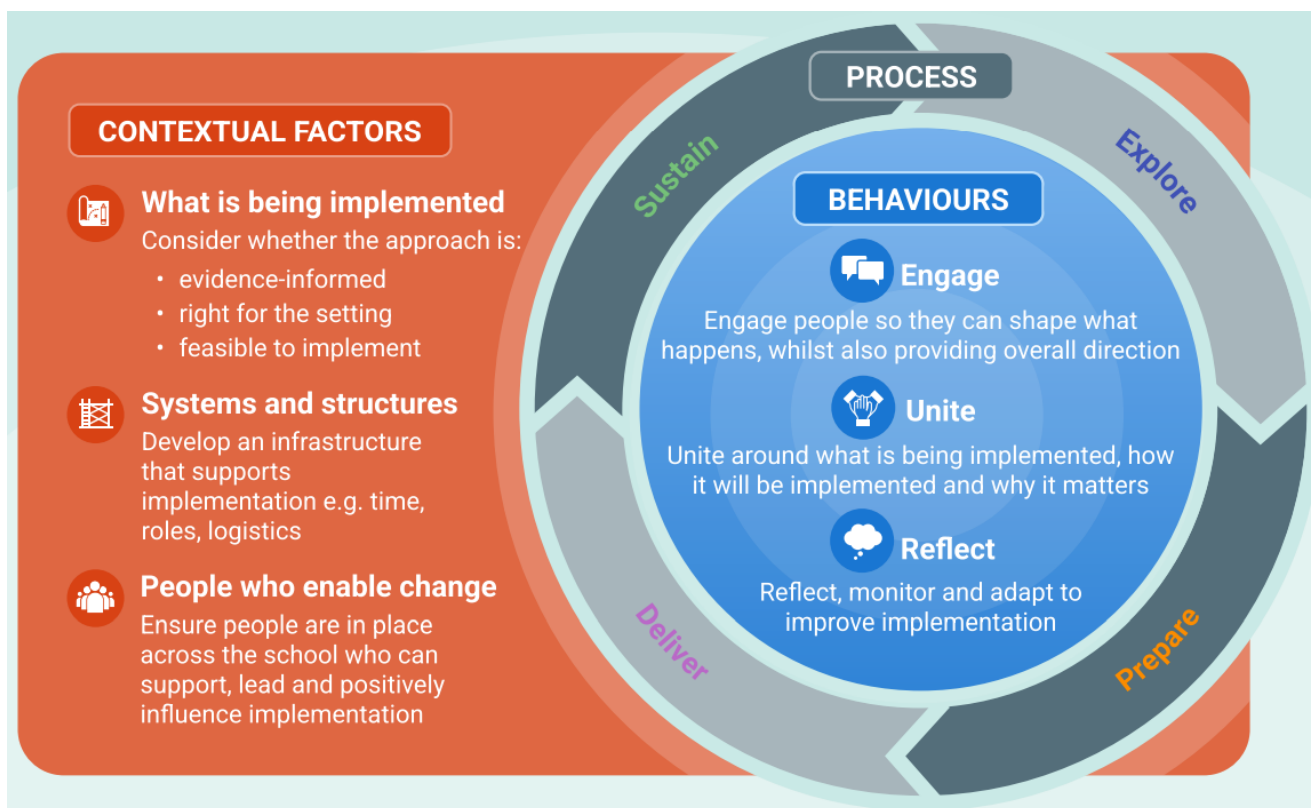


# Pupil Premium strategy statement – Mayflower Community Academy



This statement details our school's use of pupil premium for the 2024 to 2025 academic year. This funding is 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	Mayflower Community Academy
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	36.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25 <b>(2022-2025)</b>
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	David Sammels Headteacher
Pupil premium lead	Sarah Extence Assistant Headteacher
Governor / Trustee lead	David Walters

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£272,163
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£272,163

# Part A: Pupil premium strategy plan

## Statement of intent

At Mayflower Community Academy (MCA), 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 Leadership Team will be responsible for Pupil Premium provision, under the leadership and guidance of the Headteacher, with specific delegated responsibilities taken by individual members (e.g. pupil progress, English and maths provision, welfare and inclusion support). We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that High Quality First Teaching is provided throughout the Academy.

We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed, using robust diagnostic assessments, to ensure early action and intervening at the point of need.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals 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.

We recognise that Service children have their own unique needs and use the funding to support these effectively.

Pupil Premium funding will be allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium children alike.

All 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.

The Pupil Premium funding will be allocated to provide support and/or interventions, the ultimate outcome of which will be that pupils will achieve their academic and personal potential.

Funded interventions may include pastoral support where appropriate e.g. attendance support, family liaison, development of social skills. Additional provision for SEND pupils may be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable.

We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. additional impact measures used by external agencies).

We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Learning Academies Trust, Local Governors, pupils and their families, to support our strategy.

Pupil Premium pupils are everyone's responsibility.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Low entry points Oral Language and Vocabulary:</b></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>These are evident from Nursery (e.g. low % Expected in Communication and Language on entry) through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Pupils enter MCA with delayed speech and language (under-developed oral language skills, vocabulary gaps, understanding of concepts). This is more prevalent among our disadvantaged pupils.</p>
2	<p><b>Early Reading and Phonics:</b></p> <p>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.</p> <p>Year 1 2024: 90% (All pupils)      85% (PP)      National: 80% (All pupils)            Year 2 2024: 100% (All pupils)      100% (PP)      National: 91% (All pupils)</p>
3	<p><b>Low entry points mathematics:</b></p> <p>Internal and external (where available) assessments indicate that Mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils on entry.</p> <p>2023-2024 Reception Mathematics: Entering 45 % (Disadvantaged)            2023-2024 Reception Mathematics: Exit 65 % (Disadvantaged)</p>
4	<p><b>Attendance:</b></p> <p>Our attendance data indicates that attendance among disadvantaged pupils is below national. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Our attendance data at the end of last year (July 2024) indicates that attendance among disadvantaged pupils was 1.4% lower than for non-disadvantaged pupils. Although the attendance gap has improved upon the 21-22 gap (previous year 2.4% gap), the difference between the disadvantaged and non-disadvantaged remains a focus to improve educational outcomes for PP pupils.</p>

5	<p><b>Social, Emotional, Mental Health:</b></p> <p>Our wellbeing and safeguarding team have identified social and emotional issues for many pupils and their families, including service children. These may include a lack of personal support, delays in external social services support and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have steadied following the pandemic. 19.1% of our pupils currently require additional support.</p>
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## 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
<b>High quality tuition / booster</b>	<p>There will be increased access to time, space, resource and expertise, enabling the acceleration of progress towards ARE (Reading, Writing and Maths)</p> <p><b>Measure:</b>  <i>Number of pupils attending tuition/booster provision (100% &lt;BARE Pupil Premium Pupils)</i>  <i>Subject Leader Intervention Impact Report (individual Interventions)</i>  <i>Termly NFER data</i>  <i>End of Key Stage performance data</i></p>
<b>High quality teaching &amp; learning</b>	<p>Evidence informed effective teaching in the classroom will be refined and developed through a tailored and high quality CPD package, including NPQs, enabling the acceleration of progress towards ARE (Reading, Writing, Maths and Oral Language).</p> <p><b>Measure:</b>  <i>Staff pupil voice, evidence of CPD strategy and internal QA records</i>  <i>Termly NFER data</i>  <i>End of Key Stage performance data</i></p>
<b>High quality in school support and intervention</b>	<p>Implementation of effective evidence-informed intervention, targeted specifically at identified gaps in learning, enabling the acceleration of progress towards ARE (Oral Language).</p> <p><b>Measure:</b>  <i>Impact evidence from school led tutors, academic mentors, subject specialists and/or HLTAs</i>  <i>Termly NFER data</i>  <i>End of Key Stage performance data</i></p>
<b>To achieve high attendance for all pupils, particularly our disadvantaged pupils.</b>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 5% (95% average attendance). Target = 94.63%</li> <li>• The percentage of all pupils who are persistently absent being no more than 16%</li> </ul>

## 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: £135,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 HLTA £29,605	WAVE 4: Accelerated Progress - Targeted and Academic Support Targeted Intervention (small groups) EEF: Small Group Tuition +4	1, 2
Oral Language and Vocabulary £11,196	Targeted and Academic Support S&L Screening: EYFS (early identification and immediate action) Targeted Speech and Language support (Livewell). 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 ELKLAN research school.	1,2
Extended day teaching before and/or after school £94,869	Breakfast Club/After School Club EEF: NSBP Breakfast +2 months Targeted and Academic Support Targeted/ Vulnerable pupils receive additional core subject teaching during the extended school day EEF: Extending School Time School +2 months	1,2,3,4,5

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

Budgeted cost: £66,701

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted small group intervention</i></p> <p>£38,870</p>	<p>Targeted and Academic Support Additional staff target pupil's misconceptions in English and Maths (pre and post teach opportunities / 1:1 / small groups)</p> <p>EEF: Small Group Tuition +4</p>	1,2,3,5
<p><i>TA Support</i></p>	<p>Targeted and Academic Support Additional staff target pupil's misconceptions in English and Maths (1:1 / small groups)</p> <p>EEF: Small Group Tuition +4</p>	1,2,3,4,5
<p><i>Saturday &amp; Easter School</i></p> <p>£6,000</p>	<p>WAVE 4: Accelerated Progress- Targeted and Academic Support Targeted/ Vulnerable pupils receive additional core subject teaching during holiday.</p> <p>EEF: Extending School Time School +2 months</p>	2
<p><i>Targeted support for attendance and intervention (WILT Team)</i></p> <p>£19,372</p>	<p>WAVE 4: Accelerated Progress - Targeted and Academic Support Additional specialist teaching staff target pupil's misconceptions in Literacy and Maths (1:1 / small groups)</p> <p>EEF: Small Group Tuition +4</p>	2, 3, 4

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

Budgeted cost: £73,004

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Inclusion and Child Protection strategies</i>	<a href="#">Keeping Children Safe in Education</a> High proportion of families deemed as deprived.	4,5
Family support and liaison (CFSW)  £48,227	WAVE 1: Family Engagement Support 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  <a href="#">Keeping Children Safe in Education</a> High proportion of families deemed as deprived.	3,4,5
<i>Educational Psychologist or other MAST specialist services</i>  £18,436	WAVE 4: Accelerated Progress - Targeted and Academic Support 'Reading and Phonics' and 'Rapid Recall' (Propeller) Parental Engagement +3  <a href="#">Keeping Children Safe in Education</a> High proportion of families deemed as deprived.	4,5
Education Welfare Officer  £4,389	WAVE 1: Family Engagement and Attendance  <a href="#">Keeping Children Safe in Education</a> High proportion of families deemed as deprived.	4,5

**Total budgeted cost: £275,375**

## 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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

As previously announced by the DFE, it will not be possible to calculate KS1-KS2 progress measures for academic year of 2023/2024. This is because there is no relevant KS1 data, which is required to calculate KS1-KS2 progress measures for this cohort, as primary tests and assessments were cancelled in academic years 2019/20 and 2020/21 due to COVID-19 disruption.

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. Data from national tests and assessments, at KS2 level, suggests that our (MCA) disadvantaged pupils achieved a higher standard than those nationally.

At the end of KS2 78% of our disadvantaged pupils attained the expected standard in reading, writing and maths (combined) compared to 45% nationally.

This trajectory continued through; Reading 62% (national) 81% (MCA), Writing 58% (national) 86% (MCA) and maths 59% (national) 92% (MCA).

At the end of the Early Years Foundation Stage 60% of our (MCA) disadvantaged pupils achieved a Good Level of Development (GLD) compared to 68% (national)

In year 1, 90% of our (MCA) pupils achieved the expected standard in phonics compared to 80% nationally. 85% of our disadvantaged pupils achieved the expected standard. The national figures for disadvantaged pupils are yet to be released, however it is expected to be significantly above National Expectation (National 2022-23 67%)

100% of our Year 2 pupils passed the re-sit phonics screening test, nationally the percentage was 91%.

In year 4, 38% of our (MCA) pupil achieved 25/25 on their multiplication check compared to 34% (national) our pupils scored an average of 22.1. Our disadvantaged pupils had an average of 22.

Absence among disadvantaged pupils was 1.4% higher than their peers in 2023/24.

MCA disadvantaged pupils attainment is significantly above National expectations across all areas except in Early Year Foundation Stage (EYFS).

From the end of the EYFS the gap between non-disadvantaged and disadvantaged reduces significantly year on year.

Pupils enter MCA with delayed speech and language (under-developed oral language skills, vocabulary gaps, understanding of concepts). This is more prevalent among our disadvantaged pupils.

Consequently, our main focus will be centred on implementation of early screening and evidence-informed speech and language intervention.

## 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
Bug Club Phonics	Pearson Education (Active Learn)
NELI	Nuffield

## 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?	MK Heroes sessions and trips ELSA and TISUK trained staff to support children with deployed parents  PSA support for children and their families
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.

