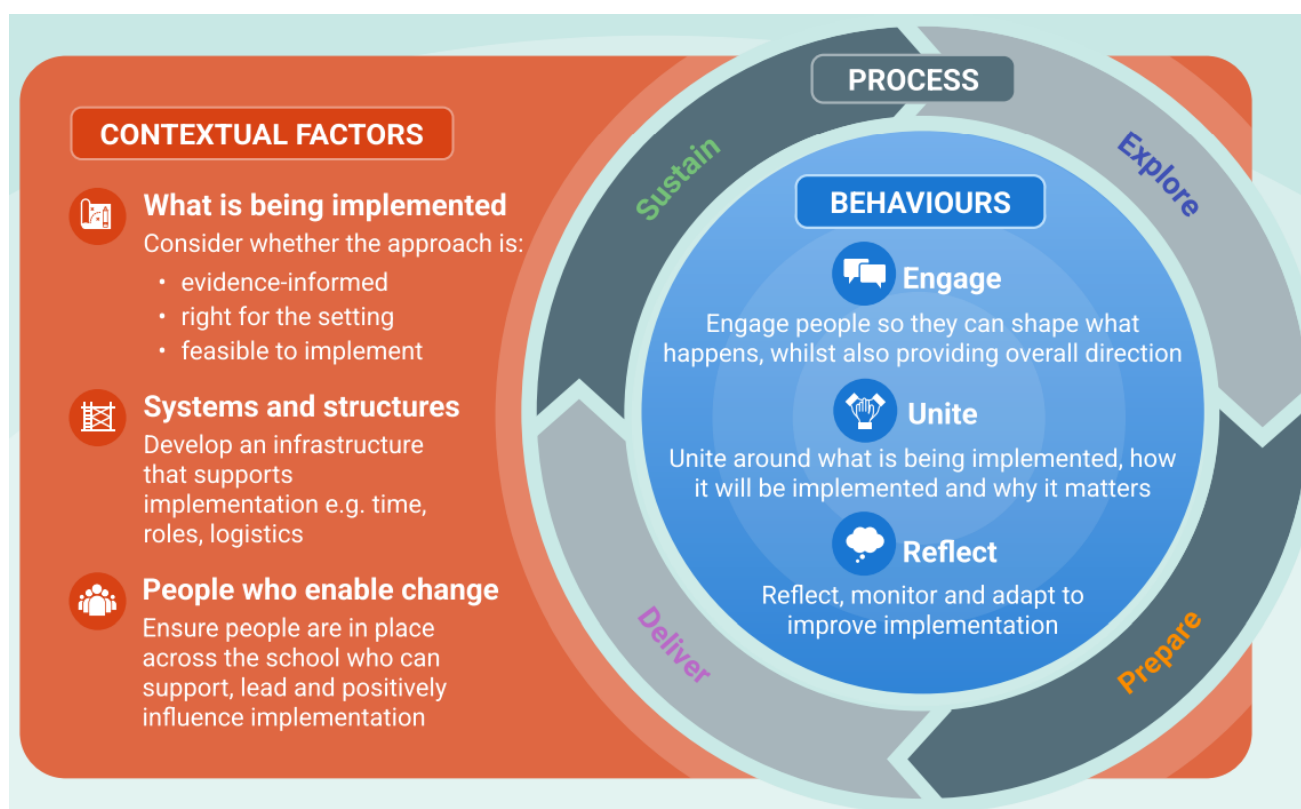
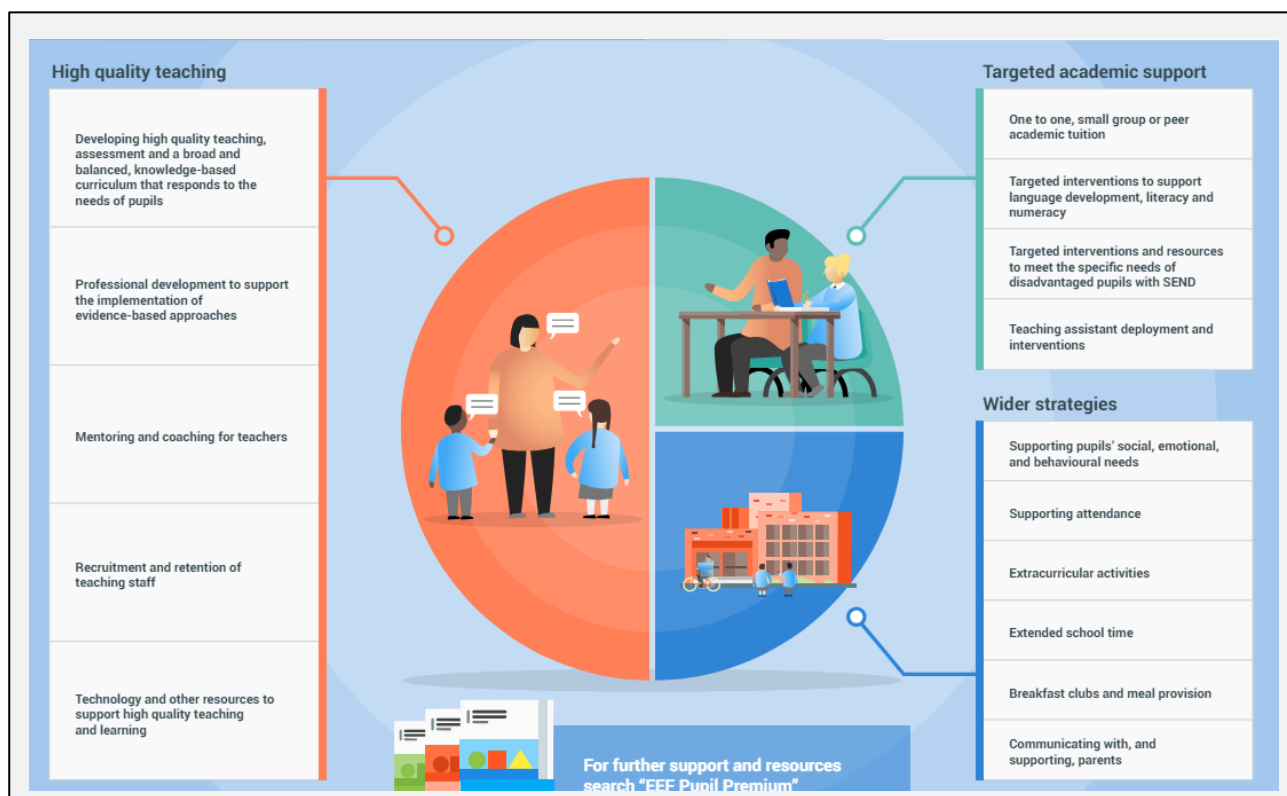


# Pupil Premium strategy statement – Mayflower Community Academy



This statement details our school's use of pupil premium for the 2025 to 2026 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> )	2025-26 <b>(2025-2028)</b>
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
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	£257,528.34
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>	<b>£257,528.34</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Mayflower Community Academy – Pupil Premium Strategy Statement 2025–26

#### Statement of Intent

At Mayflower Community Academy, we remain committed in our ambition that every pupil, regardless of background, prior attainment, or personal circumstance, achieves highly and flourishes both academically and socially. The Pupil Premium Strategy continues to serve as a central mechanism for ensuring equity of opportunity and for mitigating the barriers that disadvantage can present.

Our strategy is firmly grounded in educational research, particularly the tiered model of the Education Endowment Foundation (EEF), which emphasises the primacy of high-quality teaching, the value of targeted academic intervention, and the necessity of wider strategies that address non-academic barriers to learning. Through these pillars, we will ensure that disadvantaged pupils access the full curriculum, participate fully in enrichment, and acquire the knowledge, skills, and dispositions that will enable them to succeed in the next phase of education and beyond.

We recognise that disadvantage is not synonymous with eligibility for the Pupil Premium. Not all pupils who face disadvantage are entitled to this funding, while some who are eligible may not experience significant barriers. Our approach therefore prioritises sensitivity, proportionality, and inclusivity, ensuring resources are directed where they are most needed and will have the greatest impact.

Strategic Priorities for 2025–26:

#### High-Quality Teaching

Strengthen pedagogy through sustained professional development, informed by Rosenshine's Principles, metacognitive strategies, and explicit vocabulary instruction.

Ensure adaptive teaching consistently meets the needs of disadvantaged learners across all subjects.

#### Targeted Academic Support

Deliver structured small-group and one-to-one interventions in literacy and mathematics, guided by diagnostic assessment.

Enhance early language and communication provision within EYFS and Key Stage 1 maintaining our ELKLAN training.

Provide mobility-related support for Service pupils to minimise disruption to learning.

#### Wider Strategies

Improve attendance through robust monitoring, proactive family engagement, and targeted pastoral support.

Promote social, emotional and mental health (SEMH) development via specialist provision, group interventions, and access to external expertise where appropriate.

Broaden access to enrichment opportunities, ensuring disadvantaged pupils engage with cultural, sporting and creative experiences that extend learning beyond the classroom.

#### Intended Impact

By the conclusion of this academic year, we expect to see:

Disadvantaged pupils achieving outcomes in reading, writing and mathematics that are in line with, or exceed, national age-related expectations.

A measurable narrowing of the attainment gap between disadvantaged and non-disadvantaged pupils across all year groups.

Improved attendance among disadvantaged pupils, with persistent absence reduced significantly.

Enhanced wellbeing and resilience, as evidenced through pupil voice, pastoral data, and engagement with learning.

Equitable participation in enrichment and cultural opportunities, ensuring all pupils benefit from a broad educational experience.

#### Accountability and Monitoring

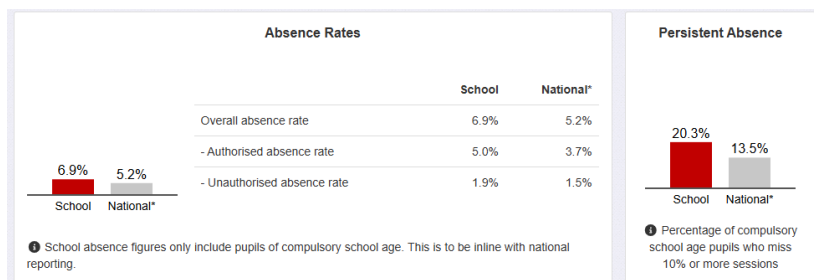
Progress against priorities will be reviewed termly through a cycle of assessment data, attendance monitoring, and qualitative evidence from staff, pupils and families.

The Governing Body and the Learning Academies Trust will receive regular reports on implementation, expenditure and impact. This ensures transparency, rigorous evaluation, and the opportunity to refine provision in light of emerging evidence.

## 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> <p>GLD (Good Level of Development) 68% (All Pupils) 68 % (PP) National 80% All 67% PP</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 2025: 90% (All pupils)      92% (PP)      National: 80% (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>
4	<p><b>Attendance: Whole school 93.67%</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 2025) indicates that attendance among disadvantaged pupils was 2.3% (92.26) lower than for non-disadvantaged pupils (94.7). The difference between the disadvantaged and non-disadvantaged remains a focus to improve educational outcomes for PP pupils.</p>



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**Social, Emotional, Mental Health:**

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.

Teacher referrals for support have steadied following the pandemic. 19.1% of our pupils currently require additional support.

**This academic year** to address the challenges listed above we have prioritised the following areas.

Total allocated £257,528.34

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £89,441

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 HLTA £39,328	WAVE 4: Accelerated Progress - Targeted and Academic Support Targeted Intervention (small groups) EEF: Small Group Tuition +4	1, 2
Oral Language and Vocabulary  £11,798	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 £38,375	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: £126,953

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted small group intervention</i> £100,265</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) 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) EEF: Small Group Tuition +4</p>	1,2,3,4,5
<p><i>Saturday &amp; Easter School</i>  £2,500</p>	<p>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</p>	2
<p><i>Targeted support for attendance and intervention (WILT Team)</i> £24,188</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) EEF: Small Group Tuition +4</p>	2, 3, 4

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

Budgeted cost: £41,313

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) £16,259	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
Educational Psychologist or other MAST specialist services total £20,915	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 £4,139	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:£257,707**

## 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>

## 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 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 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 2024/2025. 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.

#### **MCA | Outcomes for Disadvantaged Pupils | 2025**

At the end of KS2, 69% of our disadvantaged pupils attained the expected standard in reading, writing and maths (combined), compared to 47% (2025) nationally. This represents a strong outcome for our disadvantaged cohort and demonstrates the sustained impact of our Pupil Premium strategy.

There were 32 disadvantaged pupils in our Year 6 cohort, including 3 Service children. Despite the absence of one pupil during SATs week, outcomes remained significantly above national comparators.

This positive trajectory was evident across individual core subjects for disadvantaged pupils:

### **Subject MCA disadvantaged National disadvantaged Sig. difference**

Reading	92% (86%)	63%	+23%
Writing	90% (83%)	59%	+24%
Maths	95% (91%)	61%	+30%

### **Focus for 2025/26 and Evaluation of Impact**

In 2025–26, our key priority was to narrow gaps in early speech and language through the implementation of early screening and evidence-informed intervention. This reflected the reality that more than half of our disadvantaged pupils enter MCA with significant language delay, vocabulary gaps, or difficulties in oral communication.

### **Key outcomes achieved:**

- **Early Years Foundation Stage (EYFS):** While 68% of disadvantaged pupils achieved a Good Level of Development (GLD), 5% up from last academic year, but just below the national figure (69%), progress measures show the gap between disadvantaged and non-disadvantaged pupils narrows significantly during EYFS and into Key Stage 1.
- **Phonics:** 92% of disadvantaged pupils achieved the expected standard in Year 1 (national figure for disadvantaged pupils in 2025 was 67%), demonstrating accelerated progress in language and early reading.
- **Multiplication Check (Year 4):** 19.5% of Disadvantaged pupils achieved 25/25, with 27% of the whole-cohort performance (22.0) and although above the national 18.5% they are still not in line with whole cohort.
- **KS2 outcomes:** Attainment for disadvantaged pupils significantly exceeded national comparators in reading, writing and maths, both individually and combined based on last year's national (45%)

### **Wider impact:**

Disadvantaged pupils' attendance, although improved overall, remained 1.4% lower than their peers. Targeted pastoral strategies will continue to address this at WILT level.

The combination of academic interventions and pastoral provision led to measurable gains in confidence, resilience, and engagement with learning.

## Conclusion

The 2024–25 Pupil Premium Strategy successfully met its stated priorities. In particular:

Disadvantaged pupils achieved significantly above national expectations in all core areas at KS2.

Early language and reading outcomes improved markedly through systematic early intervention. MCA EYFS staff are now accredited ELKLAN providers.

The attainment gap between disadvantaged and non-disadvantaged pupils narrowed progressively across year groups.

Our continued priority moving into 2025–26 will be to sustain these improvements while further embedding early language development as the foundation for long-term attainment, alongside targeted work to reduce the attendance gap.

## 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.

