

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

Detail	Data
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 (2022-2025)
Date this statement was published	December 2022
Date of mid-review	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	David Sammels Headteacher
Pupil premium lead	Sarah Sandey Assistant Headteacher
Governor / Trustee lead	David Walters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£272,090
Recovery premium funding allocation this academic year	£26,748
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*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.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£298,838

Part A: Pupil premium strategy plan

Statement of intent

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.

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.

Challenge number	Detail of challenge
1	<p>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.</p>
2	<p>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.</p>
3	<p>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 2023) indicates that attendance among disadvantaged pupils was 1.3% lower than for non-disadvantaged pupils (94.2% attendance for non-PP compared to 92.9% attendance for PP). Although the attendance gap has improved upon the 221-22 gap (previous year 2.4% gap), the difference between the disadvantaged and non-disadvantaged remains a focus to improve educational outcomes for PP pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>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 re-connecting, upskilling and empowering our community.</p>

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
<p>High quality extended day intervention / tuition</p>	<p>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).</p> <p>Measure: <i>Number of pupils attending extended day tuition provision (100% of BARE PP)</i> <i>Intervention impact data report</i> <i>Termly NFER data</i> <i>End of Key Stage performance data</i></p>
<p>High quality teaching & learning</p>	<p>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).</p> <p>Measure: <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>
<p>High quality in school intervention</p>	<p>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).</p> <p>Measure: <i>Impact evidence from school led tutors, academic mentors, subject specialists and HLTAs</i> <i>Intervention impact data report</i> <i>Termly NFER data</i> <i>End of Key Stage performance data</i></p>
<p>Informed SEMH strategy and support</p>	<p>Identified Academy WILT and Wellbeing team: trained to support and empower pupils and the community, enabling self-regulation, improved attendance, stability and social mobility.</p> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • 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 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers. <p>Measure: <i>Attendance records</i> <i>WILT records</i> <i>Behaviour logs</i></p>

Activity in this academic year

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

Teaching

Budgeted cost: £158, 375

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 HLTAs (£35,539 + £7,118 + £13,771 = £56,428)	WAVE 4: Accelerated Progress - Targeted and Academic Support Targeted Intervention (small groups) EEF: Small Group Tuition +4	1, 2
Educational Consultancies: S&L, MAST. (£17,765)	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 (£62,707 + £21,475 = £84,182)	WAVE 4: Accelerated Progress- Targeted and Academic Support 1) Core Curriculum Small Group: 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 2) Additional Targeted Individual Intervention: Additional specialist teaching staff target pupil's misconceptions in Literacy and Maths e.g., EEF: Extending School Time School +2 months EEF: One to One Tuition +5 3) Extended Day Intervention: 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: One to One Tuition +5	2

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

Budgeted cost: £66,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
Saturday & Easter School (£5,999 + £750 = £6,749)	<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
Catch Up TAs (£23,057 + £14,650 = £37,707)	<p>WAVE 4: Accelerated Progress- Targeted and Academic Support</p> <p>1) Core Curriculum Small Group: 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> <p>2) Additional Targeted Individual Intervention: Additional specialist teaching staff target pupil's misconceptions in Literacy and Maths e.g., EEF: Extending School Time School +2 months EEF: One to One Tuition +5</p>	1, 2
Enhanced in-class support (£10,820 + £11,116 = £21,936)	<p>WAVE 4: Accelerated Progress- Targeted and Academic Support</p> <p>1) Core Curriculum Small Group: 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> <p>2) Additional Targeted Individual Intervention: Additional specialist teaching staff target pupil's misconceptions in Literacy and Maths e.g., EEF: Extending School Time School +2 months EEF: One to One Tuition +5</p> <p>3) Extended Day Intervention: WAVE 4: Accelerated Progress - Targeted and Academic Support</p>	2

	Additional specialist teaching staff target pupil's misconceptions in Literacy and Maths (1:1 / small groups) EEF: One to One Tuition +5	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £74,072

Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning TAs (£8,509 + £7,096 = £15,605)	WAVE 2: Breakfast Club. EEF: Magic Breakfast +2 months	3, 4
Family Support Advisor (£17,358 + £9,558 + £19, 453 = £46,369)	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	3, 4
Recovery Resources (12,098)	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	3, 4

Total budgeted cost: £298,838

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.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

KS1 Attainment | 2022-23

	MCA PP	National PP	National All
Reading % achieving ARE+	62%	54%	68%
Writing % achieving ARE+	42%	44%	60%
Maths % achieving ARE+	69%	56%	70%

KS1 results continue to be in line or above national average for 2022-23, however KS1 PP writing falls slightly below that of national and will therefore be an area of focus for 2023-24.

KS2 Attainment | 2022-23

	MCA PP	National PP	National All
Reading % achieving ARE+	82%	60%	73%
Writing % achieving ARE+	82%	58%	71%
Maths % achieving ARE+	85%	59%	73%
Combined % achieving ARE+	76%	44%	59%
GPS % achieving ARE+	61%	59%	72%

The data demonstrates that Mayflower pupils not only achieve significantly above national average as a whole cohort, but that pupils in receipt of Pupil Premium Funding do exceptionally well in all areas of end of KS2 performance outcomes. GPS remains an area of focus.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Attendance | 2022-23

Year Group	Attendance figures for 2022-23	
	PP	NPP
Year R	92.3	93.2 (0.9)
Year 1	94.3	95.4 (1.1)
Year 2	91.5	94.7 (3.2)
Year 3	93.3	93.9 (0.6)
Year 4	92.5	93.8 (1.3)
Year 5	91.5	93.2 (1.7)
Year 6	89.9	93.6 (3.7)
Whole School	92.1	94.5

The data demonstrated that the PP gap in Year 3 and Reception was significantly reduced, achieving the 3 year target gap of less than 1%. Year 2, where we see the widest gap of 3.2%, remains a priority Year group as we move into 2023-24.

Based on all the information above, we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information (optional)

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. In 2022-23, our recovery premium has contributed towards 2 x TAs and a HLTA directed towards targeting Reading, Writing and GPS in vulnerable Year groups.

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 using the Walkthrus as a supporting CPD tool. [EEF evidence](#) 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 continues to attend a working group aimed at tackling disadvantage via the Kingsbridge Research School. It consists of an EEF series of workshops, exploring the diagnostic and analytical 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, as well as leading and participating in inter-MAT termly peer reviews of disadvantaged pupils.

We have triangulated evidence from multiple sources of data including: assessments, engagement in class, book scrutiny, review observations, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We have researched the effective use of pupil premium, the impact of disadvantage on educational outcomes and how to address challenges to learning presented by socio-economic disadvantage. We have also explored and considered studies surrounding the impact of the pandemic on disadvantaged pupils.

We have used the [EEF's implementation guidance](#) (through the Kingsbridge School of Research) to help us develop our strategy, particularly the 'explore' phase: helping us to 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 review this through the implementation of activities.