

Pupil premium strategy statement

Pupil premium strategy statement of intent

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 focus of our pupil premium strategy is to support disadvantaged pupils to *believe*, *achieve* and *succeed* towards that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils, including those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers; ensuring that all learners at Mayfield School have access to the outstanding education they deserve and that, through their academic progress, they can successfully transition to post-16 provision and beyond.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

RRSA article 28: *Every child has the right to an education. Secondary education*

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Mayfield
Number of pupils in school	1470
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Governing Body
Pupil premium lead	Andy Tite
Governor / Trustee lead	Claire Burrell, Philippa Pringle, Andy Frazer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£566,930
Recovery premium funding allocation this academic year	£106,819
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total funding allocation this academic year	£673,749

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

Challenges

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

Challenge number	Detail of challenge					
1	Narrowing the gaps Year R: many children eligible for the Pupil Premium 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 and be ready to learn.					
2	Narrowing the gaps transition: 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.					
		Year 7 (APS)	Year 8 (APS)	Year 9 (APS)	Year 10 (APS)	Year 11 (ASP)
	Pupil Premium	99 (reading) 99 (maths)	100 (reading) 98 (maths)	NA (Will be replaced with CAT test data)	NA (Will be replaced with CAT test data)	101 (reading) 102 (maths)
	Non-Pupil Premium	103 (reading) 102 (maths)	102 (reading) 102 (maths)	NA (Will be replaced with CAT test data)	NA (Will be replaced with CAT test data)	102 (reading) 103 (maths)
3	Narrow the gaps outcomes: Year 11 outcomes and Year 6 SATs reducing the gap in attainment between pupils in receipt of the PP and those without.					
4	Fostering a love of learning: pupils eligible for PP often lack the learning skills required to succeed in school and as a result their self-confidence and motivation can be low. Internal monitoring through observations, learning walks and assessments has highlighted pupil engagement as a limiting factor. Quality first teaching, adaptive learning and regular feedback will enable PP pupils to gain confidence and improve their outcomes.					
5	Attendance: the overall attendance for disadvantaged pupils is low, 83% compared to a national average of 95% in 2022-3.					

6	Cultural capital: many of our pupils, especially those who are disadvantaged, lack access to enrichment activities after school. As a result, the cultural capital deficit impacts the progress of key groups, most notably the Pupil Premium.
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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
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, narrowing the gap in attainment by the end of EYFS to 5% by 2025.
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 and there will be, narrowing the gap in attainment at the end of KS1 to 5% by 2025.
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, narrowing the gap at the end of KS2 to 5% by 2025.
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 all other pupils, narrowing the gap in attainment to 5% by 2025.
Improved rates of progress in English and Maths for Key Stage 3 pupils eligible for PP.	Standardised testing scores, including CATs, will show that disadvantaged pupils are making more rapid progress from their starting points compared to other pupils, narrowing the gap in attainment for pupils working towards their targets, reducing the gap to 5% by 2025.
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 -0.38 in 2024. The differences in Progress 8 scores between PP and all other pupils in the current Year 11 will diminish; by 2025, the gap in Progress 8 scores between PP and other pupils will reduce to 5%.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4 with a focus on EBacc subjects	By the end of the current plan in 2024/5, 50%, or more, of disadvantaged pupils will enter the EBacc (rising from 24% in 2023).
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. By the end of the plan, overall attendance among pupils eligible for PP improves from 90% to 95% in line with average attendance for all pupils.
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 and contextual data (CAT scores, GL Exact, KS2 performance) 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.
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.
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.
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.
To develop effective alternative provision pathways for pupils who have struggled to engage with school.	Monitoring of progress, attendance, behaviour and post-16 progression data will show that pupils on alternative provision pathways are improving their engagement with education.

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: £180,398

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued comprehensive CPD programme for all staff built around the school's teaching and learning principles:</p> <ul style="list-style-type: none"> • <i>Challenge for all</i> • <i>Feedback</i> • <i>Literacy for life</i> • <i>Stickability</i> • <i>Responsive teaching</i> • <i>Modelling</i> • <i>Fostering a love of learning</i> 	<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, focussing on the Accelerated Learning Cycle, specifically, on planning, adaptive teaching and feedback so that all pupils, especially the Pupil Premium, can make accelerated progress.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk) Feedback EEF (educationendowmentfoundation.org.uk) Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4
<p>Adapt Early Years provision to ensure that the effect of deprivation on entry is minimised.</p>	<p>Pupil premium children 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>Communication and language approaches EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Adapt the Year 1 curriculum to ensure that disadvantaged children are supported through the transition from Year R to Year 1</p>	<p>Younger PP 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 these children can continue to catch-up with their peers.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Ensure that teachers receive detailed information on disadvantaged pupils and share strategies on works well with individuals.</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</p>	1, 2, 3, 4

	will be some crossover with pupils eligible for PP support.	
Continue to develop a whole school ethos around the 6Rs to ensure that PP pupils are ready, resilient, respectful, responsible, resourceful and reflective learners.	<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.”</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>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4
Knowing our pupils: CAT4 testing to enable adaptive teaching and supportive/challenging targets for attainment - senior	<p>As part of the Accelerated Learning Cycle, staff need to know and understand the strengths and weaknesses of the pupils they teach to be able to adapt their teaching accordingly. In light of the cancellation of Year 6 national assessments due to Covid-19, it is also important to have robust and externally validated targets for Key Stage 4 attainment to ensure the disadvantaged are suitably supported, and challenged, to attain the best outcomes.</p> <p>Setting SMART targets for students with CAT4 and FFT - GL Assessment (gl-assessment.co.uk)</p> <p>Setting aspirational targets for students in Trusts with the help of CAT4 and FFT - GL Assessment (gl-assessment.co.uk)</p>	2, 3, 4
Knowing our pupils: GL Exact literacy testing to support with adaptive teaching and access arrangements for pupils - senior	<p>Prior attainment indicators show that many of our pupils enter the senior section with lower levels of literacy, especially those pupils who are disadvantaged. GL Exact reading testing generates data to enable interventions to support pupils catching up, including Destination Reader, teachers to adapt their lesson in line with the Accelerated Learning Cycle to scaffold, support and challenge pupils in lessons and apply for access arrangements to support our students through summative tests.</p> <p>Exact: Practical application in a mainstream secondary school - GL Assessment (gl-assessment.co.uk)</p>	2, 3, 4
Cultural capital	<p>Many of our pupils, especially those who are disadvantaged, lack opportunities to enrich their education outside of school, including their understanding of British Values. Programmes such as Personal Development Days (PD Days) and activities week ensure that the most disadvantaged are able to access these opportunities and develop these skills.</p> <p>‘Cultural capital’: expanding narrow definitions The Key Leaders (thekeysupport.com)</p>	4, 6
Knowing our pupils: feedback	Feedback is an essential part of the Accelerated Learning Cycle, ensuring that lessons are planned,	1, 2, 3, 4

	<p>and adapted, from a position of knowledge about the pupil and what they need to improve. Extensive INSET and development training for staff equips them with skills and strategies to ensure that feedback is meaningful and motivational and forms part of our comprehensive professional development for all staff.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk) Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk) EEF publishes new guidance report – ‘Teacher Feedback to...’ EEF (educationendowmentfoundation.org.uk) EEF Blog: Getting the most out of teacher feedback - How to... EEF (educationendowmentfoundation.org.uk)</p>	
Narrowing the gaps: literacy and reading in early years and primary	<p>Many disadvantaged pupils lag behind their peers when it comes to literacy, the explicit teaching of phonics narrows the gap considerably (+5 months). An Assistant Headteacher in Primary oversees the provision of Little Wandle phonics, alongside decodable texts to adapt to individual learners’ needs.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk) EEF blog: Phonics - mastering the basics of reading EEF (educationendowmentfoundation.org.uk) Letters and Sounds A complete Phonics resource to support children (littlewandlelettersandsounds.org.uk)</p>	1, 2, 3

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

Budgeted cost: £ 312,532

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that disadvantaged children are supported through the transition points into the school at year 3 and 7.	<p>Transition into a new school setting can be a difficult and challenging time for all children. Pupil Premium 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 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 meetings and home visits for key vulnerable pupils.</p>	2, 4
<p>Implement a programme of Alternative Provision placements and courses for pupils who have previously struggled to engage with education</p> <ul style="list-style-type: none"> • The Bridge • The Odyssey 	<p>These pupils require a different approach using alternative, or additional, provision to rebuild engagement and get them back on track. This also includes bespoke educational pathways suitable for the individual and designed to equip them with skills and qualifications beyond the ordinary school offer to enable them to succeed beyond their experience at Mayfield.</p>	5

<ul style="list-style-type: none"> Buckland Community Centre The Cove (primary) 	Behaviour interventions EEF (educationendowmentfoundation.org.uk) 2. Targeted academic support EEF (educationendowmentfoundation.org.uk)	
Organise a Year 11 Easter and May Half-term School to support PP pupils with revision for their GCSE examinations	<p>Pupil Premium pupils are likely to have the biggest gaps in their knowledge and skills as they prepare for their GCSE exams next summer. Some PP pupils lack the organisation, skills and motivation to be able to revise effectively at home during holiday periods. Other PP pupils also live in over-crowded households where it is difficult to work and revise independently. The school will therefore organise an Easter School with sessions in all key subjects to support PP pupils to revise effectively.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	3, 4
<p>Implement a programme of 1-to-1 and small group tutoring in all phases of the school</p> <p>– running until August 2023 in seniors and alternative provision (Buckland) and tutoring ongoing in Primary</p>	<p>Disadvantaged and vulnerable pupils have been particularly impacted by wider disruptions to their educational experience.</p> <p>Tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4
Speech and language therapist	<p>There is evidence of language gaps for disadvantaged pupils at the beginning of school, so targeted communication support enables disadvantaged pupils to catch-up with their peers.</p> <p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p>	1, 2

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

Budgeted cost: £ 260,179

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a Pupil Support Team to include:</p> <ul style="list-style-type: none"> 2.5 FTE ELSAs 3 Home Family Link Workers Pupil Support Manager – Attendance 	<p>Many disadvantaged pupils underachieve as their attendance is poor. Disadvantaged families also tend to be less engaged with the school than other families. Our experienced Pupil Support Team have a strong track record in providing effective targeted support for pupils and families who are struggling with school and at risk of underachieving. The Pupil Support Team work closely with Year Leaders, Heads of House and the SENCo to ensure that the needs of vulnerable children are met.</p> <p>The current overall attendance for pupil premium pupils is 88.5% compared to a 94.3% for other pupils.</p>	4, 5

	<p>Pupil Premium children are also far more likely to be persistently absent compared to other children. Interviews with PP children with high levels of absence showed that a significant number were also young carers.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
<p>Offer an extended school day for pupils in KS1-2 with high quality enrichment activities that support the development of the 6Rs.</p>	<p>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. Our extra-curricular programme is a strength of the school and places for Pupil Premium children are provided free.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk)</p>	4, 6
<p>Provide free instrumental Music Tuition to disadvantaged pupils.</p>	<p>Instrumental Music tuition at Mayfield is charged at £60, however, these costs may deter some low-income families from being able to take part in this programme. Learning to play a musical instrument is a central part of our vision for our all-through school, so it is important that no pupil is prevented taking part on the grounds of their family income. Therefore, all disadvantaged pupils are able to receive this provision free of charge.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	4, 6
<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>	<p>Disadvantaged children risk missing out on some of the enrichment activities and experiences due their family finances. Mayfield has allocated £10,000 in a Flexible Support Fund to ensure that disadvantaged children have fair access to enrichment and extension activities, such as residential and school trips, increasing their cultural capital.</p>	4, 6

Total budgeted cost: £ 753,109

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 2022 to 2023 academic year.

The effect of the pandemic, and extended periods of school closure, has had a severe impact on the outcomes of pupils in receipt of the Pupil Premium. Attainment at all levels and Key Stages has fallen, reflecting the national widening of the gap in attainment.

The following are the headline figures for attainment in 2022-3:

- GLD in Year R (gap 51%)
- Year 1 Phonics screening (no gap)
- Year 2 Phonics screening (gap 41%)
- End of KS1 assessment (gap 39%)
- End of KS2 assessment (gap 20%)
- Significant impacts in reading, writing and maths progress KS1-2
- KS4 Progress 8 score -1.42 (gap -0.77)
- KS4 grades 4-9 in English and Maths 18.5% (gap 22.5%)

Evidence suggests that attendance remains a key concern: at primary level PP pupils were -1.9% to Pupil Premium children nationally, and at secondary -9.7%. Those pupils in receipt of the Pupil Premium who attend school, and are not persistently absent, achieve more in line with their peers.

7 PP pupils achieved 5 standard passes including English and Maths. 9 were entered for the EBacc, with two achieving the EBacc with a standard pass.

In addition, alternative provision implemented for specific pupils at external providers was a success, meeting their individual needs. Both PP pupils who attended a local FE facility completed the year and gained a qualification important for their future success.

As a consequence of these results, and a change in leadership overseeing the Pupil Premium, a further review of the previous spending of the strategy undertaken and the implementation of the strategy has been amended to reflect the changing priorities and the School Improvement Plan, with a clear focus on teaching and learning around the central principles and the Accelerated Learning Cycle. Specific interventions – including targeted inclusive provision – that are in the best interests of individual pupils will continue as before (The Bridge, The Odyssey and Buckland Community Centre).

Key challenges (as detailed above) have been reframed in light of the school's position and going forwards there will be a move in expenditure away from targeted academic support and

wider strategies towards teaching, in line with research from the Education Endowment Fund. This process will get underway, and continue, across the next budget cycle.

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

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?	Mayfield received £21,175 for our 58 Service Pupils last year. This funding is included in the totals shown on this report. The funding is used to support the salaries of the Pupil Support Team who provide additional targeted support during times of stress for the family, for example when a parent is deployed overseas; 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.
What was the impact of that spending on service pupil premium eligible pupils?	Service Pupils achieved well at GCSE, with a Progress 8 score of +0.29, achieving ahead of their peers.

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.