

Pupil premium strategy statement

School overview

Metric	Data
School name	Mayflower Primary School
Pupils in school	474
Proportion of disadvantaged pupils	13.5%
Pupil premium allocation this academic year	£63,215
Academic year or years covered by statement	2020-21
Publish date	31 st August 2021
Review date	Termly, subsequent to PPMs
Statement authorised by	Head Teacher
Pupil premium lead	Amritpal Kaur
Governor lead	Yasmin Nana

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+2.7
Writing	+2.5
Maths	+2.6

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	50% (no adjustment for C19)
Achieving high standard at KS2	7% (no adjustment for C19)
Measure	Activity
<u>Progress</u> rates to reflect or exceed aggregate for cohort	Termly PPM, termly Leuven screening check, interventions agreed, Provision Maps updated
<u>Attainment</u> to reflect national in all data capture points	Interventions as per PPM, additional in-class feedback, work around metacognition, early identification of needs, parent outreach
Barriers to learning these priorities address	<ul style="list-style-type: none"> ▪ Parental engagement ▪ In-class progress and response to teaching ▪ Independence and agency over learning
Projected spending	£5,500, including £200 per pupil as subsidy for small class provision in years 5 and 6

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To provide more opportunities for children to use reading as a gateway to further learning, and challenge activities	July 2021
Progress in Writing	To review the Long Term Plan, ensuring that elements of Greater Depth are evident in teaching	July 2021
Progress in Mathematics	To complete the move away from Abacus, using supporting materials from White Rose, and PBLs planned across the school	July 2021
Phonics	To provide additional support for phonics, based on tracker data, and trajectory targets	July 2021
Other	Development of approaches that support metacognition, mindfulness, and other aspects of whole-school curriculum development	Dec 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Improved progress rates for EME (and) PPG pupils (ELG 9)	Baseline data review, target setting for all Year 1 pupils in respect of ELG 9, tracking software
Percentage of EME pupils who reach EXS by July 2021	Targeted intervention for vulnerable pupils, revision of daily phonics teaching, led by qualified members of staff
Barriers to learning these priorities address	<ul style="list-style-type: none"> ▪ Exposure to language and reading at home ▪ Exposure to high quality books outside of school ▪ Regular opportunities to read with an adult ▪ Attendance rates (daily phonics teaching) ▪ EAL (87% of our children have EAL)
Projected spending	£4,000 (EYFS, tuition, staffing and equipment) £5,500 (Year 1 focus) £5,500 (years 2 and 6), £3,000 for interim years £240 per pupil for welcome pack £200 per pupil for small class subsidy (years 5 and 6)

Wider strategies for current academic year

Measure	Activity
Leuven scores of 4 and 5 for all PPG pupils for wellbeing and involvement	<ul style="list-style-type: none"> ▪ Embedding changes to planning, PBLs, and the implementation of the ongoing creative curriculum review ▪ Termly PPMs to focus on the needs of disadvantaged pupils, vulnerable pupils and those with additional needs ▪ Welcome Packs for all PPG students, to include uniform, equipment, trips, and any other school-related expenditure that arises
Parental engagement to increase through use of Tapestry Profiles, that further develop the relationship between home and school	<ul style="list-style-type: none"> ▪ Tapestry profiles established, parent launch, staff training for those staff that remain unfamiliar with the platform ▪ Tuition content, and other supporting materials made available to parents on a targeted basis through use of Tapestry profiles ▪ Parent groups to restart, with opportunities for all to engage with class teachers, and the wider support we give to learning outside of the home ▪ Forest Schools to become embedded in Year 5
Barriers to learning these priorities address	<ul style="list-style-type: none"> ▪ Parental engagement ▪ Access to resources, including use of ICT, and high quality tuition ▪ Agency over learning, including developing independence ▪ Aiming high for all pupils
Projected spending	Our projected allocation is £68,595, and this will be spent according to needs. All pupils will be tracked and offset against progress in RWMS

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	High quality feedback for all pupils	Review of marking and feedback policy, CPD for staff
Targeted support	Interventions to be delivered by school staff, linked to Leuven baseline data	Recourse to external agencies, as required
Wider strategies	Visual tools for metacognition (Mind Maps, storyboards, sketching, conceptual frameworks, graphic organisers etc.)	Changes to PBL planning pro forma, focus for monitoring and Pupil Voice

Review: last year's aims and outcomes

Aim	Outcome
High quality remote and school-based provision for all vulnerable and PPG pupils, including access to ICT	This was achieved, with near 100% attendance across all year groups during periods of school or bubble closure
Systems and processes developed to track PPG pupils throughout the school, increase their prominence, and ensure shared accountability for outcomes	This was achieved, including amendments to the safeguarding procedures during periods of school or bubble closure
Clear, time-bound, and targeted interventions to remove specific barriers to learning, including parent outreach in all year groups	This was achieved, with Provision Maps for all pupils, activity logs, and case studies that exemplify impact over time