

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Mayflower Primary
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2021-2024 3 Year Plan
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Dee Bleach, Headteacher
Pupil premium lead	Adam Stock, Deputy Headteacher
Governor / Trustee lead	John Owen, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,621
Recovery premium funding allocation this academic year	£15,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 237,621

Part A: Pupil premium strategy plan

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 achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as 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.

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

What are the key principles of your strategy plan?

In line with the updated EEF pupil premium guide (2021) our strategy aims to target three main areas:

1 High-quality teaching through excellent staff professional development, a highly aspirational and enriching curriculum (Curriculum design, the arts, music) and a reflective coaching led approach to self-evaluation and improvement.



2 Targeted academic support through high quality intervention programmes closely monitored for maximum impact.

3 **Wider strategies** through an in depth focus on children’s physical and mental health & wellbeing, including developing children’s self-esteem and growth mindset. This to enable pupils to learn about and experience life beyond the classroom and in the wider world through an enriched curriculum that engages and motivates children and that has a profound impact on achievement and attainment. To promote pupils’ wider development through a variety of additional activities and opportunities. (adventure learning). To engage our parent community in all aspects of school life and to maintain high attendance figures.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	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.
3	Parental engagement and family needs - complex family situations (caring for other dependents, parental physical and mental wellbeing, financial vulnerability, food poverty, family trauma) - some home learning environments lack support for communication and literacy skills due to EAL barriers
4	The well-being and mental health of some children and families has been impacted by Covid. This has particularly impacted our disadvantaged children - we have seen an increase of counselling support needed for disadvantaged children and an increase in safeguarding concerns and referrals.
5	Attendance and punctuality data for some of our disadvantaged pupils shows they are missing more learning than necessary

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes show that 71% of disadvantaged pupils met the expected standard or above. This will increase by the end of the plan.
Sustained maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes from 2024/5 continue to exceed National average for all pupils and for our disadvantaged pupils when compared to their disadvantaged peers nationally.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, counsellors, parent discussions, teacher observations and visitor feedback. • Behaviour remains good • Reduction in counselling waiting lists • Children talk positively about our values and what they mean to them. • Reduction in number of 'records of concern' and safeguarding referrals • Children talking positively about the academic progress they have made this year
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance from 2024/25 remains at or above the National average all pupils and with their disadvantaged peers nationally over a three year period. The percentage of all pupils who are persistently absent at or above <ul style="list-style-type: none"> • all pupils PA % and with their disadvantaged peers nationally

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.

Specialist Support for Pupils at Mayflower

Budgeted Costs: £90,621

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Support</p> <p>With a focus on improving vocabulary across the school, it is imperative to continue to have our school-based Speech and Language Therapist.</p>	<p>Early identification followed by early intervention leads to improvement in communication skills. Research has shown that communication skills are the largest predictor of positive life outcomes in adulthood including academic attainment, employment and mental wellbeing. Our speech and language therapist also helps run whole class carousel which upskills teachers and teaching assistants</p>	<p>1</p>
<p>Speech Bubbles</p> <p>KS1 pupils receive this drama based intervention that targets their speaking and listening skills amongst other key skills.</p> <p>Teaching Assistant assigned to these sessions ½ day a week.</p>	<p>This is an intervention that the school has run in KS1 for a number of years with positive outcomes It is part of a wider evaluation and has shown positive outcomes in children's communication and social interaction skills.</p>	<p>1</p>
<p>Occupational Therapy</p> <p>Our Occupational Therapist continues to support children in meeting their individualised targets. Their underlying sensory needs are identified and activities are organised to develop these.</p>	<p>The sensory integration approach has a vast amount of research to support it, first documented by J. Ayres. We employ the services of a highly specialised OT with specific SI training to help children with neurodevelopmental disorders and also provided some whole class strategies where appropriate</p>	<p>4</p>
<p>Play Therapy</p> <p>This is an evidence-based intervention which allows children to work through their emotions. Our Play Therapist supports individual children as well as facilitating drop-in sessions for other children. She is based at the school twice a week.</p>	<p>Play therapy is a form of non-directive counselling and our play therapist is also a qualified counsellor for young people. It is an effective way of working with children who may have emotional difficulties or need some time and space to process difficult feelings. Our play therapist has worked in our school for a number of years and has produced some good outcomes working with individual children as well as small groups. Children self-refer to her service and do so frequently when they need someone to speak to-which is reflective of</p>	<p>4,5</p>

	them taking ownership for their own feelings and behaviour.	
<p>School Psychologist/School Social Worker</p> <p>Provides assessment and advice for pupils with SEN-some of which have complex needs. Also provides advice for statutory assessments as requested by the LA. Supporting the most vulnerable families</p>	<p>The educational psychologist provides essential reports and advice for children with complex needs that form part of the statutory assessment process. This is reflected in the Education and Health Care Plans of the most complex pupils.</p> <p>Our school social worker produces an annual report with details of families/children she has supported and there is ample evidence that providing this holistic support for families often around issues such as homelessness, medical needs, or domestic conflicts is crucial to ensure better academic and emotional outcomes for children</p>	3, 4,5
<p>Dyslexia Specialists:</p> <p>Using the expertise of our staff at Mayflower to carry out assessments and put support in place for this group of children. This will release Nicola (Class Teacher) for ½ a day a week to support the inclusion team. She is recently qualified as a dyslexia specialist and will run intervention groups.</p>	<p>Research (see BDA-British Dyslexia Association) has shown that children who show traits of dyslexia benefit from specialist teaching and can learn to read well and make very good progress with the correct support. This is a resource which is scarce within the LA and children with dyslexia are often under-identified and not supported well at schools.</p>	1,2

Curriculum Support for Pupils at Mayflower

Budgeted cost: £72,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD (including Storytelling training and Microsoft Teams training)</p> <p>Mayflower has used this approach for several years now and it has yielded great success over the years.</p>	<p>Mayflower continues to host training sessions and seeks to train staff members so that the approach is fully embedded in the school's teaching and learning ethos. New staff will receive intensive training for storytelling and for computing.</p>	1,2
<p>Reading Recovery & Daily Supported Reading</p> <p>Year 1 pupils make accelerated progression their reading and comprehension skills through the support of our experienced Reading Recovery teacher. Other</p>	<p>DSR runs daily for all year 1 pupils and for pupils who are new to English/school. This guided reading approach devised by Reading Recovery trainers has proved to be successful at supporting reading and comprehension</p>	1,2

<p>pupils throughout the school are also supported according to their requirements. Opportunities for observing their teaching and to receive training from them are available to members of Mayflower staff.</p>		
<p>Now Press Play (Learning Hooks)</p> <p>Now Press Play provides a creative way into learning and can also help to consolidate learning via an interactive and exciting activity.</p>	<p>This is a great resource to immerse children in their learning. Now Press Play has activities for each Key Stage and covers many areas of the curriculum- it also has an excellent transition focus for Year 6 pupils preparing for secondary school.</p>	<p>5</p>
<p>Enrichment Projects</p> <p>Exciting and varied learning opportunities allow disadvantaged pupils to have a wider range of experiences. These experiences can be drawn upon in cross-curricular learning.</p>	<p>London is an exciting location with much to offer; by taking advantage of this, we can our learners a way of overcoming one of many barriers to their learning. The financial burden of visiting places or participating in projects is lifted from disadvantaged households and enables children to feel like an integral part of their wider community.</p>	<p>3,5</p>
<p>Art Project</p> <p>We value the role that art can play in education. As such, working with Bow Arts allows our learners to work with real artists each year, on projects that link to their learning.</p>	<p>It enables learners to use and understand the properties of a wide range of tools, machines, materials and systems. It provides children, young people and lifelong learners with regular opportunities to think imaginatively and creatively and develop confidence in other subjects and life skills.</p>	<p>3, 4, 5</p>
<p>Punch-drunk (immersive theatre company) Project</p> <p>They create unique experiences that take you to another world. For children, families, adults and communities, their work can transform, have a powerful impact and take you on an unforgettable journey.</p>	<p>We have worked with this theatre company on many occasions over the past 5 years. This immersive approach to learning really ignites children's enthusiasm. This leads in to some excellent writing outcomes.</p>	<p>3,4,5</p>
<p>Recovery Funding (UKS2 support)</p>	<p>We have identified the Year 6 cohort as a focus for the recovery funding. We have committed to an additional Year 6 teacher to help support small</p>	

<p>We have assigned an additional teacher to Year 6 this year. They will work as a third teacher working with class teachers and supporting groups daily. They will support with catch up reading and maths programmes.</p> <p>This will also allow time for class teachers to attend training sessions and moderation sessions</p>	<p>groups and to focus on any interventions once specific gaps have been identified.</p> <p>There will be a focus on Maths, Reading and Writing.</p>	
<p>School-Led Tutoring</p> <p>Is part of the National Tutoring Programme (NTP) in 2021/22. Eligible state-funded schools will receive a ring-fenced grant to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to COVID-19.</p>	<p>The school-led tutoring grant is to support disadvantaged pupils in catch-up learning and schools will select the pupils in need of support. This will focus on providing tuition to pupils eligible for pupil premium but also includes pupils with other types of disadvantage or additional needs. This includes special educational needs and disability (SEND) children who have a social worker, previously looked-after children, young carers and other vulnerable pupils.</p>	

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

Family Support

Budgeted costs: **£74,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour</p> <p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3,4,5
<p>Parental Engagement</p> <p>We continue to develop our partnership with parents in the teaching and learning process. Workshops are selected and offered to parents via Microsoft Team so that they too can have input and impact upon their child's learning. So, parent/pupil workshops will be planned. Also, there will be a focus on reaching out to minority groups within the school.</p>	<p>Research indicates that family and community involvement in schools is associated with improvements in students' academic achievement, higher attendance rates, and improved quality of school programs, as well as improved student behaviour</p>	3,4,5

<p>Breakfast Club</p> <p>Breakfast Club is free for all pupils as we realise the importance of starting a day with a healthy meal and the impact that this can have on children.</p>	<p>School breakfast clubs are known to improve attendance, punctuality, concentration, behaviour, and educational attainment. They can also benefit parents by fulfilling a childcare function if they must start work earlier than school begins</p>	<p>3,4,5</p>
<p>Stubbers Residential</p> <p>This is for the Year 6 children. They will spend a week completing exciting, challenging activities-18 in total. The children will have the opportunity to stay over.</p>	<p>Residential trips provide a new context for forming relationships. The residential setting and team-building activities break down barriers, allow students to develop and practice important social skills, and encourage students to work more collaboratively, thus building skills such as teamwork and communication</p>	<p>3,4,5</p>
<p>Digital Poverty within the School Community/ Connecting Communities Project</p> <p>The pandemic/lockdown focused our attention on accessibility to digital devices for our most vulnerable families. We are providing Laptops/dongles to help keep the school community connected.</p>	<p>Pupil's having access to remote learning opportunities. Able to support our most vulnerable families</p>	<p>all</p>

Total budgeted cost: £237,621

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was in line with previous years in key areas of the curriculum. Disadvantaged pupils combined scores for reading, writing and maths was at 100% expected compared to 71% national. They also achieved a combined score of 37% for reaching a higher standard compared to 13% nationally. Progress of disadvantaged pupils was well above the national average.

Average progress for disadvantaged pupils in reading, writing and maths ?

► [Help with progress scores](#)

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils	6.87	3.14	5.67
Confidence interval ?	4.6 to 9.1	1.1 to 5.2	3.7 to 7.6
Number of disadvantaged pupils	29	29	29
Disadvantaged pupils with adjusted scores	0	0	0
National average for disadvantaged pupils ?	Like-for-like ? -0.62	Like-for-like ? -0.50	Like-for-like ? -0.71

Attendance has been the highest in Tower Hamlets for the previous two years. The focus for the next three years of the plan is to continue to improve on this. Last year's attendance was at 97.30% compared to 96.37% from the previous year

Our assessments and observations that the prolonged lockdown and generally the impact of the pandemic negatively affected our children's physical and mental health and wellbeing. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and we provided targeted interventions. We will be focussing more on mental health and wellbeing for our children and parent community in our three-year strategy.

