

Pupil premium strategy statement

This statement details our school's use of pupil 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	Mayflower Primary
Number of pupils in school	399
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2022-2023 2023-2024 2024-2025 3 Year Plan
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023 (Reviewed)
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	£231,345
Recovery premium funding allocation this academic year	£0
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	£231,345

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.

Our strategy is also integral to wider school plans 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	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.
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.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, School ambassadors, parent discussions, teacher observations and visitor feedback. • Behaviour remains good • Reduction in counselling waiting lists/play therapy • Children talk positively about our values and what they mean to them. • Reduction in number of 'records of concern' and safeguarding referrals (which has increased significantly since the pandemic) • Children talking positively about the academic progress they have made
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Attendance from 2024/25 remains at or above the National average and</p> <p>The percentage of all pupils who are persistently absent at or above</p> <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: £92,621

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 them taking ownership for their own feelings and behaviour.</p>	<p>4,5</p>

<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>	<p>3, 4,5</p>
<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>	<p>1,2</p>

Curriculum Support for Pupils at Mayflower

Budgeted cost: £65,000

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. Training on responsive teaching to ensure we focus on best quality feedback to pupils</p>	<p>1,2</p>
<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 pupils throughout the school are also supported according to their requirements.</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>	<p>1,2</p>

Opportunities for observing their teaching and to receive training from them are available to members of Mayflower staff.		
First 20% reading intervention for KS2 pupils	All children read between 9:00-9:30 everyday. We will target the first 20% of readers and follow the DSR model to support them at their reading level. We will require additional staff to read with groups. Meetings with RR lead and English lead will happen weekly	1,2
Enrichment Projects 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.	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.	3,5
Art Project 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.	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.	3, 4, 5

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

Family Support

Budgeted costs: **£7,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,4,5
Parental Engagement We continue to develop our partnership with parents in the teaching and learning process. Workshops are selected and offered to parents via Microsoft Teams/and	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,	3,4,5

<p>in person 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>as well as improved student behaviour</p>	
<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>After School Provision</p> <p>We run different after school clubs from EY-Year 6 across the year. We offer working parents' priority and reduce cost for disadvantaged pupils</p>	<p>This is an opportunity for children to socialise with their friends and to meet other children from different year groups. It develops social interaction and also keeps the children active. We offer healthy snacks for children.</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>

Total budgeted cost: £234,921

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 2021 to 2022 academic year.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was in line with previous years in key areas of the curriculum.

Attendance has been the highest in Tower Hamlets since 2019. The focus for the next three years of the plan is to continue to improve on this.

Attendance:

2019-2020 was at **96.37%**

2020-2021 was at **97.30%**

2021-2022 was **96.5%** which was lower than the previous year but still ranked number 1 school for attendance in Tower Hamlets

2022-2023 was **94.2%** which is our lowest attendance for some-time. This was a borough wide issue and is part of the school's improvement plan. We were still ranked in the top 3 for Tower Hamlets but will continue to and improve attendance for all pupils.

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.