

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025 to 2028 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	394
Proportion (%) of pupil premium eligible pupils	36% (141 Children)
Academic year/years that our current pupil premium strategy plan covers	2025-26 2026-27 2027-28 3 Year Plan
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Adam Stock, Headteacher
Pupil premium lead	Adam Stock, Headteacher
Governor / Trustee lead	John Owen, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£223,220
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	£223,200

Part A: Pupil premium strategy plan

Statement of intent

At Mayflower Primary School, our intention is that every pupil — regardless of background, disadvantage, or individual challenge — thrives academically, socially, and personally. We are committed to ensuring that all pupils make excellent progress and achieve high attainment across all subjects, enabling them to fulfil their potential and become confident, resilient, and aspirational learners.

Our Pupil Premium strategy is designed to remove barriers to learning and to close the attainment gap between disadvantaged pupils and their peers. We also aim to sustain and further improve outcomes for all pupils, including those who are already high attainers.

We recognise that some pupils face additional challenges, including those who are looked after, have a social worker, or act as young carers. The actions and approaches within this plan address their needs holistically, ensuring that every pupil receives the right support at the right time, regardless of disadvantage.

High-quality teaching lies at the core of our strategy. We know that excellent teaching has the greatest impact on pupil progress, particularly for those from disadvantaged backgrounds. Our approach therefore prioritises evidence-informed professional development, an ambitious and inclusive curriculum, and early, effective intervention. This benefits all learners and supports a culture of equity and excellence throughout the school.

Our approach is rooted in diagnostic assessment, not assumption. We identify and respond to individual needs, ensuring that interventions and strategies are precisely targeted and consistently evaluated for impact. Our collective aim is to create a school community where every member of staff takes ownership of improving outcomes for disadvantaged pupils and where high expectations are embedded for all.

To achieve this, we will:

- Ensure disadvantaged pupils are consistently challenged and supported to meet ambitious academic and personal goals.
- Intervene swiftly and effectively when need is identified.
- Adopt a whole-school approach where all staff are accountable for disadvantaged pupils' progress and attainment.
- Promote an inclusive, aspirational culture where every child is known, valued, and supported to succeed.

Key Principles of Our Strategy

In line with the **Education Endowment Foundation (EEF) Pupil Premium Guide (2021)**, our strategy focuses on three key, interconnected priorities:

1. High-Quality Teaching

- Investing in professional development and reflective practice to sustain excellent teaching and learning.
- Delivering a rich, well-designed curriculum that promotes high aspiration, creativity, and cultural capital — including the arts, music, and wider enrichment.
- Embedding a coaching-led approach to continual improvement and self-evaluation.

2. Targeted Academic Support

- Implementing evidence-based interventions tailored to individual needs and monitored for impact.
- Using precise assessment to identify gaps early and provide timely support through high-quality small-group and one-to-one programmes.

3. Wider Strategies

- Supporting pupils' physical and mental health, wellbeing, and personal development.
- Fostering resilience, self-esteem, and a growth mindset to enable pupils to overcome barriers to learning.
- Enriching the curriculum with experiences that broaden horizons and develop life skills, including adventure learning and outdoor education.
- Strengthening engagement with families and the wider community, and maintaining high attendance and punctuality for all pupils.

Our Pupil Premium strategy is integral to our wider school improvement and recovery plans. It complements the **National Tutoring Programme** and other targeted initiatives designed to support pupils most affected by disrupted learning — including both disadvantaged and non-disadvantaged pupils.

Through this joined-up, evidence-informed approach, Mayflower Primary School aims to ensure that disadvantage is never a barrier to success and that every child leaves

our school equipped with the knowledge, skills, and character to flourish in the next stage of their education and beyond.

Challenges

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

Challenge number	Detail of challenge
1	<u>Vocabulary & oral language gap(EYFS starting points)</u> 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	<u>Attendance-PP&SEND</u> Attendance among SEN pupils shows a gradual decline to 92.2%, while a first-term increase in whole-school persistent absence to 18.4% (vs. 14.4% nationally) and elevated SEN persistent absence at 31.8% highlight the need for early-term targeted interventions and bespoke support frameworks to ensure full-year outcomes reflect historical strengths
3	<u>Parental engagement and family needs</u> 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	<u>Well-being and Mental Health</u> 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	<u>Curriculum</u> Ensure disadvantaged pupils are consistently challenged and supported to meet ambitious academic and personal goals.

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. Oracy assemblies weekly.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged and SEND pupils.	Overall attendance remains broadly strong and aligned with national benchmarks at 94.8% over 5 half terms in 2025/26 (vs. 95.0% nationally) following stable multi-year performance at 95.3%. Disadvantaged (FSM) attendance represent a sustained area of strength, consistently outperforming national averages at 93.9% in 2025/26 (vs. 92.3% nationally) and remaining above 94.9% across prior full-year cycles. However, attendance among SEN pupils shows a gradual decline to 92.2%,
Families supported through learning opportunities and access to additional support	Establish and maintain support for those in most need without developing reliance - targeted food provision (reduced to 25 families or less) - targeted tackling poverty sessions. Provide in school support for vulnerable families and signpost to Early Help provision Increased attendance at family learning opportunities Evaluations and parent questionnaires show that parents welcome support with their child's learning
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • 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

We will ensure that disadvantaged pupils are both challenged and supported to meet ambitious academic and personal goals through the following strategic actions:	High-Quality, Inclusive Teaching and Curriculum Design • Rigorous curriculum sequencing ensures that all pupils, including the disadvantaged, build strong foundational knowledge and develop subject mastery. • Adaptive teaching strategies (informed by EEF evidence) ensure lessons are responsive to pupils' needs without lowering expectations. • Regular professional development for staff focuses on <i>stretch and challenge for all</i>, effective questioning, scaffolding, and use of formative assessment to identify and address misconceptions early. • Use of pupil data and diagnostic assessment enables teachers to track progress precisely and tailor support to ensure ambitious goals are achievable yet demanding. • Quality-first teaching is consistently prioritised over intervention as the primary driver of improvement.
--	--

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: £107,621

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Support With a focus on improving vocabulary across the school, it is imperative to continue to have our school-based Speech and Language Therapist- Mable Therapy	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.	1,2,4
Speech Bubbles KS1 pupils receive this drama based intervention that targets their	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.	1,2,4

speaking and listening skills amongst other key skills. Teaching Assistant assigned to these sessions ½ day a week.		
Play Therapy 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. From January 2025	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.	1,2,4
School Psychologist/School Social Worker 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	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. 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	1,2,3,4
Dyslexia Specialists: 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.	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.	1,2,4

Curriculum Support for Pupils at Mayflower

Budgeted cost: £94,264

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD (including Storytelling training) Mayflower has used this approach for several years now and it has yielded great success over the years.	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	1,2,4,5
Reading Recovery & Daily Supported Reading 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. Opportunities for observing their teaching and to receive training from them are available to members of Mayflower staff.	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	1,2,5
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	5
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.	2,5
Art Project We value the role that art can play in education. As such,	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	2,5

working with Bow Arts allows our learners to work with real artists each year, on projects that link to their learning.	imaginatively and creatively and develop confidence in other subjects and life skills.	
Mentoring Project work with educational psychologist	Working with a group of teachers to work on mentoring skills/coping mechanisms/strategic thinking that can be used to then support other colleagues.	5

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

Family Support

Budgeted costs: **£21,335**

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. Working with Educational Psychologist with the whole school and supporting individual teachers through drop in sessions- a focus on ECT support	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2,3,4
Parental Engagement We continue to develop our partnership with parents in the teaching and learning process. Workshops are selected and offered to parents 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.	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	3
Breakfast Club 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.	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	2,3,4
After School Provision We run different after school clubs from EY- Year 6 across the year. We offer working	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.	2,3,4

parents' priority and reduce cost for disadvantaged pupils		
Stubbers Residential 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.	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	2,5
Educational visits	To be able to subsidise this for PP children.	2,5

Total budgeted cost: £224,220

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 2025 to 2026 academic year.

Over the 3-year evaluation period (2024–2026), outcomes for our disadvantaged pupils at Key Stage 2 have been exceptionally strong:

1. **National Attainment Gap:** Disadvantaged pupils achieved attainment levels **significantly above national averages** (sig +) across Reading, Writing, Maths, and the Combined RWM measure in 2024, 2025, and 2026.
2. **Contextual / Similar Schools Comparison:** When compared against schools with similar intake demographics, our disadvantaged cohort consistently performed **above average** (non-sig) across all subjects and combined measures over the 3-year period.
3. **EGPS Target Area:** While EGPS maintained a 3-year average of significantly above national (sig +), performance in 2026 moved from statistically significant to non-statistically significant above national average.

	Versus national average				Versus similar school average ¹			
	2024	2025	2026	3-year average	2024	2025	2026	3-year average
RWM expected standard	Above (sig+)	Above (sig+)	Above (sig+)	Above (sig+)	Above (non-sig)	Above (non-sig)	Above (non-sig)	Above (non-sig)
Reading expected standard	Above (sig+)	Above (sig+)	Above (sig+)	Above (sig+)		Above (non-sig)	Above (non-sig)	Above (non-sig)
Writing expected standard	Above (sig+)	Above (sig+)	Above (sig+)	Above (sig+)	Above (non-sig)	Above (non-sig)	Above (non-sig)	Above (non-sig)
Maths expected standard	Above (sig+)	Above (sig+)	Above (sig+)	Above (sig+)	Above (non-sig)	Above (non-sig)	Above (non-sig)	Above (non-sig)
EGPS expected standard	Above (sig+)	Above (sig+)	Above (non-sig)	Above (sig+)		Above (non-sig)		Above (non-sig)

Progress outcomes for disadvantaged pupils across Key Stage 2 demonstrate exceptional value-added performance over the multi-year cycle, significantly outperforming national averages and maintaining strong relative standing against contextually similar schools

	Versus national average				Versus similar school average ¹			
	2022	2023	2026	3-year average	2022	2023	2026	3-year average
Reading progress	Above (sig+)	Above (non-sig)	Above (sig+)	Above (sig+)	Above (sig+)		Above (non-sig)	Above (non-sig)
Writing progress	Above (sig+)	Above (sig+)	Above (sig+)	Above (sig+)	Above (sig+)		Above (sig+)	Above (sig+)
Maths progress	Above (sig+)	Above (sig+)	Above (non-sig)	Above (sig+)	Above (sig+)			Above (sig+)

¹ Only "above" and "below" bandings are displayed.

Attendance:

Attendance data for pupils eligible for Free School Meals (FSM) over the first five half terms of 2025/26 shows strong engagement, with overall school attendance for this group outperforming the national average for FSM pupils.

FSM - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2025/26 (5 half terms)	137	93.9%	92.3%	Above	Not available

Persistent Absence:

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2025/26 (1 term)	137	93.3%	92.4%	Close to average	Relative decline	-
2024/25 (3 term)	146	94.9%	92.3%	Above	Relative decline	High - FSM
2023/24 (3 term)	151	95.2%	92.0%	Above	Relative improvement	High - FSM

2018/19 (3 term)	149	96.2%	94.4%	Above	Not available	High - FSM
------------------	-----	-------	-------	-------	---------------	------------

Across full academic years (2023/24 and 2024/25), FSM6 attendance remained **Above** national benchmarks at 95.2% and 94.9% respectively, compared to national averages of ~92%.

Attendance for the FSM6 cohort (137 pupils) stood at **93.3%** in Term 1, remaining above the national average of 92.4% (+0.9%).

A downward trend over recent terms has shifted the school's comparative status from *Above* to *Close to average*. Reversing this relative decline is a priority objective for the new strategy cycle to protect learning time and maintain high KS2 outcomes.

