



Pupil Premium Strategy Statement



Section A: Summary Information					
School	Mayfield Primary School				
Academic Year	2019/2020	Total PP Budget	£161, 718	Date of Most Recent PP Review	Sept 2019
Total Number of Pupils	242	Number of Pupils Eligible for PP	95	Date for next internal review of this Strategy	July 2020
Pupil Premium Lead	Mrs Davies			Local Governance Lead	Mrs Graham

Section B (i): Current Attainment End of Key Stage Two

	Pupils Eligible for PP (2019)	Pupils Eligible for PP (2018)	Pupils Eligible for PP (National Average 2018)
% achieving expected standards in reading, writing and maths		28%	65%
% achieving expected standards or above in reading		39%	73%
% achieving expected standards or above in writing		56%	78%
% achieving expected standards or above in maths		66%	79%
% achieving above expected standards in reading, writing and maths		0%	12%
% achieving above expected standards in reading		0%	33%
% achieving above expected standards in writing		11%	24%
% achieving above expected standards in maths		11%	28%

Section B (ii): Current Attainment End of Key Stage One

	Pupils Eligible for PP (2019)	Pupils Eligible for PP (2018)	Pupils Eligible for PP (National Average 2018)
% achieving expected standards in reading, writing and maths		28%	65%
% achieving expected standards or above in reading		39%	73%
% achieving expected standards or above in writing		56%	78%
% achieving expected standards or above in maths		66%	79%
% achieving above expected standards in reading, writing and maths		0%	12%

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% achieving expected standards or above in writing		56%	78%
% achieving expected standards or above in maths		66%	79%

Section B (iii): Current Attainment Phonics

	Pupils Eligible for PP (2019)	Pupils Eligible for PP (2018)	Pupils Eligible for PP (National Average 2018)
% achieving Phonics by end Year 1		77	85
% achieving Phonics by end Year 2		78	

Section C: Barriers to future attainment (for pupils eligible for PP)

1	Delayed development of English and Maths skills: Difficulties accessing age related material from the start of the academic year.
2	Poor language acquisition, particularly when some children join us at the start of EYFS: Poor vocabulary hinders both reading and writing across most year groups.
3	A lack of independence and resilience in learning impacts pupils applying skills effectively through learning opportunities with a greater level of challenge, particularly in KS2.
4	Whilst pupils develop reading skills, they do not have a love of reading which permeates and supports wider, richer reading experiences
5	EYFS children enter school below age related expectations, particularly in the areas of communication and language and personal, social and emotional. Fine motor skills are weak, and this impacts pencil control for recording.

Additional Barriers

6	Poor attendance and persistent lateness: Whilst there has been significant impact in this area, in order to maintain this impact requires a high level of intervention by school. Pupils arriving late to school means that there is lost learning, for some pupils this is a daily occurrence and means they are missing key learning opportunities.
7	Emotional resilience – mental health and emotional wellbeing is a barrier for a high percentage of pupils: Attitude to learning for a significant proportion of pupils is impacted frequently by external factors from home and this can impact progress and attainment, including lack of challenge for some children / boredom and lack of life aspirations

8	Lack of opportunity for first-hand experiences: Limited experiences outside of school means that there is a wide gap between pupil premium pupils and their peers ability to draw on life experiences within learning opportunities.
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Section D: Aims

Our aims are to use the Pupil Premium allocation to:

- Narrow the gap in attainment and progress for children in receipt of pupil premium.
- Improve the curriculum engagement, learning experiences and aspirations for children in receipt of pupil premium.
- Ensure that the attendance of Pupil Premium children meets national figures (96.5%).
- Improve the outcomes of high attaining children in receipt of pupil premium.
- Pupils in Early Years make accelerated progress from their starting points with an increased proportion of disadvantaged pupils achieving a Good Level of Development (GLD)

Section E: Strategies (Current Year)

Area of Focus	Strategies for Academic Year (Current)	Rationale/Research Base	Review Targets/Dates	Projected Spending
Curriculum: <i>To ensure a greater % of PP children meet age-related expectations and close the gap with 'All' children nationally.</i>	<u>Focused TA intervention role</u> <i>To provide additional educational support that will raise the standard of achievement of target groups across school.</i> <i>Employ Teaching Assistants to provide focussed English and Maths interventions as well as targeted support learning. These include handwriting, Spelling, Fluency and Inference interventions.</i>	Assessment data shows limited progress and attainment. Pupils have not previously maintained attainment data from previous National assessment points (Rec-Yr2-Yr6). Monitoring and data shows that pupils benefit from early interventions with a proven success rate are effective in helping pupils to progress if delivered regularly and often. Research shows that when support staff are deployed effectively in class pupils progress improves	Each Half Term	£50104
	<u>Evaluation of Data and Pupil Premium provision</u> <i>To ensure that Pupil Premium funding is used effectively and is having a clear impact on achievement.</i>	Continuous professional development, together with the right resources enables teachers and support staff to continue to develop the necessary skills knowledge and understanding to meet the needs of all pupils more effectively, leading to more pupils		

	<p><i>A proportion of Deputy Headteacher time allocated to Pupil Premium evaluation / data analysis, staff training, monitoring and observations.</i></p> <p><i>Key Stage Leads work with Deputy Head to ensure data is informing needs and guidance for TA interventions.</i></p>	<p>achieving the expected standard or higher in each year group.</p>		
<p>Improving Pedagogy and Teaching:</p>	<p><u>Mastery Maths Lead</u></p> <p><i>To ensure high quality professional development supports colleagues in improving mathematical outcomes.</i></p> <p><i>To provide additional educational support that will raise the standard of achievement of target groups across school.</i></p> <p><i>To ensure children’s outcomes in books across school demonstrate significant improvement.</i></p> <p><i>One day per week allocated to develop Maths Mastery principles across school.</i></p> <p><i>Working collaboratively with colleagues to develop teaching skills in mastery maths.</i></p>	<p><u>Maths No Problem - EEF research</u></p> <p>Mastery Maths through the ‘Maths No Problem’ scheme is taught from year 1-year 5 with EY and year 6 using mastery approaches. School continues to be supported by a maths specialist from the Trust. Staff will develop in their knowledge and understanding to use resources with the aim provide pupils with the necessary foundations to access maths with increasing difficulty.</p> <p>Pupils lack quick recall of fluency facts and their arithmetic ability impacts their ability to swiftly apply understanding and solve mathematical problems. This is a key area to develop within quality first teaching this year to enable pupils to achieve their full potential. Pupils will develop their resilience and confidence to tackle more difficult maths.</p>	<p>Each Half Term</p>	<p>£16000</p>
<p>Staff Development:</p> <p>Mastery Maths</p> <p>Reading Strategy</p>	<p><u>Professional Development for staff to enhance English</u></p> <p><i>To ensure colleagues have access to high quality professional development to support</i></p>	<p>The school has strong subject leadership with a clear structure for the teaching of writing through the Writing Strategy, and the introduction to the new Reading Strategy.</p>	<p>Each Half Term</p>	<p>Total £3851</p>



	<p><i>improvements in English, in particular, Mayfield's whole-school Reading Strategy.</i></p> <p><i>To directly impact on the % of PP children at age-related expectations in Reading, in each cohort.</i></p> <p><i>A proportion of the English lead's time allocated to Pupil Premium evaluation / reading data analysis, staff training, monitoring and observations.</i></p>	<p>This year, it is important for teachers to embed their understanding of these systems and effectively deliver consistent quality first teaching, quickly recognising gaps in learning and addressing these.</p> <p>Staff will develop in their knowledge and understanding to use resources with the aim provide pupils with the necessary foundations to access learning with increasing difficulty.</p> <p>+6 months EEF- Raise attainment in reading across Key Stages. In house pupil progress data highlight key children for targeted intervention.</p> <p>+4 months EEF- Higher % of pupils passing year 1 phonic test and achieving national standard.</p> <p>+5 months EEF- Higher percentage of children to achieve expected standard at the end of the year. Enhancement of Mastery learning in the classroom. Increased % of pupils achieving greater depth.</p> <p>+2 months EEF- Raised percentage of children achieving age related target</p>		
<p>Pupils' Readiness to Learn:</p> <p><i>To enable children to have experiences that they may not have had otherwise. Curriculum enhancement.</i></p>	<p><u>Children's emotional well-being</u></p> <p>Community cohesion</p> <p><i>To promote community cohesion and develop tolerance of those from different faiths and beliefs.</i></p>	<p>Children from each school will build positive relations, friendships and have a growing understanding and respect of those from different communities. It allows pupils to Improve knowledge and understanding of those from other cultures, to enhance our mutual respect, tolerance and appreciation of others.</p>	<p>Each Half Term</p>	<p>£17847</p>

	<p><i>Each class experiences an ‘enrichment’ activity annually between them and their partner class to stimulate further learning. Activities include; sport, art, drama and outdoor education.</i></p> <p>Music <i>To experience a wider range of music opportunities.</i></p> <p><i>Specialist Music Teacher for EYFS and KS 1(Music Service)</i></p> <p>Performance/drama skills <i>To develop performance skills. To experience a theatre and cinema visit.</i></p> <p>Trips, visits and visitors. <i>To subsidise trips and visits for those in receipt of Pupil Premium.</i></p> <p>Before & After school Clubs <i>To provide a range of clubs for those in receipt of Pupil Premium.</i></p> <p><i>Teaching Assistants to run a variety of clubs</i></p> <p><i>To enrich children’s experiences through structured and organised play.</i> <i>To provide positive examples of healthy eating to create a foundation for lifelong healthy eating habits.</i></p>	<p>Some pupils will not get the opportunity to play an instrument, perform on a stage, visit museums etc, and this experience will expose them to a variety of experiences to encourage their appreciation or entice them into pursuing learning more about a specific instrument, musical genre, hobby or interest. These opportunities will broaden life experiences, language and opportunities and raise expectations and aspirations. Additionally, improve collaboration and teamwork and build children’s confidence and improve self-esteem.</p> <p>A growing number of pupils do not participate in clubs in or out of school other than sports and P.E. lessons. Promoting a healthy lifestyle through physical activity will offer pupils opportunities to practice skills get involved in skills and hobbies they may not have experienced.</p> <p>A healthy lifestyle involving physical activity is crucial for energy and wellbeing. Promote readiness to learn and help sustain concentration levels. Increase pupils’ daily activity levels and improve their health. Promote and enhance the development of pupils’ physical skills. Help pupils learn to develop appropriate moral and social behaviour. Give pupils an opportunity to socialise.</p>		
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	<p><i>To enable children to socialise, listen and talk in a relaxed atmosphere.</i></p> <p><i>To provide opportunity for children to complete homework in a calm environment.</i></p>	<p>+5 months EEF- Positive impact on learning, including on oral language skills and reading comprehension (understanding vocabulary)</p> <p>+2 months EEF- Children encouraged to explore new skills and develop new talents leading to improved self-esteem and confidence supporting the children to make progress.</p>		
<p><i>To enhance our children's emotional well-being, attendance and punctuality.</i></p>	<p><u>Attendance and punctuality</u></p> <p><i>To monitor, sustain and improve the punctuality and attendance of children in school.</i></p> <p><i>To work closely with identified families and outside agencies.</i></p> <p><i>To provide all PP children with snack each day</i></p>	<p>Evidence shows that regular attendance and punctuality have a positive impact on a child's education. Some families continuously struggle to prioritise this and are in need of support. Improve emotional well-being. Remove barriers to learning. Seek specific support, advice and guidance. 'Sign-post' families to appropriate support.</p>	All Year	£42153
<p>Early Years Foundation Stage</p>	<p><i>To provide additional educational support that will raise the standard of achievement of target groups in Foundation Stage.</i></p> <p><i>To raise the progress and attainment of targeted groups of Pupil Premium children across Foundation Stage, including Higher attainers and those with SEND.</i></p> <p><i>Gap between disadvantaged children and others in progress and attainment measure is reduced.</i></p>	<p>Early intervention has proved successful in giving pupils the confidence and skills required to accelerate progress. Train Support staff in to support pupils with literacy and early number skills. (ELKLAN training, REAL project, REAM project)</p> <p>Research and evidence show that when a positive relationship is established between parent/carers and school, pupils make good progress with a triangle of support. Children with language delay and other speech related issues effectively supported through focussed intervention.</p>	Each Half Term	£31763

	<i>To improve speech and language skills.</i>	+5 months EEF Increased % of children achieving age related expectations in Prime areas- Listening & attention, understanding and speaking. Specific areas- reading and writing. This will then in turn impact on % of children achieving good level of development at the end of reception.		
Total Expenditure Planned				£161718

Section F: Evaluation of Impact of Pupil Premium Strategies (Previous Year)

	Strategy	Evaluation	Learning/Embedding																																																		
1	To Raise Achievement	<p><u>2018/19 End of Key Stage Two Data Pupil Premium cohort</u></p> <p>As a result of targeted intervention there has been an increase in several areas of the % of PP children making progress in Reading, Writing and Maths.</p> <table border="1"> <thead> <tr> <th>2017-18 <i>(progress when in Yr5)</i></th> <th>Expected Progress <i>(6 points)</i></th> <th>16 months progress <i>in 12 months</i> (8 points)</th> <th>20 months progress <i>in 12 months</i> (10 points)</th> <th>2 years progress in <i>12 months</i></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>67%</td> <td>17%</td> <td>6%</td> <td>6%</td> </tr> <tr> <td>Writing</td> <td>83%</td> <td>45%</td> <td>11%</td> <td>6%</td> </tr> <tr> <td>Maths</td> <td>89%</td> <td>45%</td> <td>6%</td> <td>6%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>2018-19 <i>(progress when in Yr6)</i></th> <th>Expected Progress <i>(6 points)</i></th> <th>16 months progress <i>in 12 months</i> (8 points)</th> <th>20 months progress <i>in 12 months</i> (10 points)</th> <th>2 years progress in <i>12 months</i></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>89%</td> <td>28%</td> <td>17%</td> <td>6%</td> </tr> <tr> <td>Writing</td> <td>95%</td> <td>28%</td> <td>11%</td> <td>6%</td> </tr> <tr> <td>Maths</td> <td>83%</td> <td>50%</td> <td>22%</td> <td>17%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Improvement over last 12 months</th> <th>Expected Progress <i>(6 points)</i></th> <th>16 months progress <i>in 12 months</i> (8 points)</th> <th>20 months progress <i>in 12 months</i> (10 points)</th> <th>2 years progress in <i>12 months</i></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18 <i>(progress when in Yr5)</i>	Expected Progress <i>(6 points)</i>	16 months progress <i>in 12 months</i> (8 points)	20 months progress <i>in 12 months</i> (10 points)	2 years progress in <i>12 months</i>	Reading	67%	17%	6%	6%	Writing	83%	45%	11%	6%	Maths	89%	45%	6%	6%	2018-19 <i>(progress when in Yr6)</i>	Expected Progress <i>(6 points)</i>	16 months progress <i>in 12 months</i> (8 points)	20 months progress <i>in 12 months</i> (10 points)	2 years progress in <i>12 months</i>	Reading	89%	28%	17%	6%	Writing	95%	28%	11%	6%	Maths	83%	50%	22%	17%	Improvement over last 12 months	Expected Progress <i>(6 points)</i>	16 months progress <i>in 12 months</i> (8 points)	20 months progress <i>in 12 months</i> (10 points)	2 years progress in <i>12 months</i>						<p>This focus will continue into the next academic year. The interventions that have been carefully set up and managed will continue to be embedded within each key stage.</p>
2017-18 <i>(progress when in Yr5)</i>	Expected Progress <i>(6 points)</i>	16 months progress <i>in 12 months</i> (8 points)	20 months progress <i>in 12 months</i> (10 points)	2 years progress in <i>12 months</i>																																																	
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Reading	22%	11%	11%	0
Writing	12%	-17%	0	0
Maths	-6%	5%	16%	11%

As a result of allocated time given to pupil premium progress and attainment is tracked more carefully. There was also an opportunity for the deputy to work on joint project with a deputy from another Oldham primary to analyse the spending of the PP allocation.

As a result of the training and the implemented strategies the following improvements were made:

- Year 1 phonics up to 80% (75% PP passed screening check)
- Number of PP children at ARE in Reception writing from HT 1 to HT 6 increased by 50% from 10 to 60 %
- Number of PP children at ARE in Key Stage One writing from HT 1 to HT 6 increased by 16% from 26 to 43 %

2 Curriculum Enhancement

Classes Y1 to Y6 experienced a further link with Greenhill School. As a result of active engagement in this project our children have a greater respect and friendship for children from a different community

As a result of a wide range of musical opportunities all children were able to develop a greater understanding of music and appreciation of others. art workshops allowed children to feel proud and a sense of belonging in creating a range of art products.

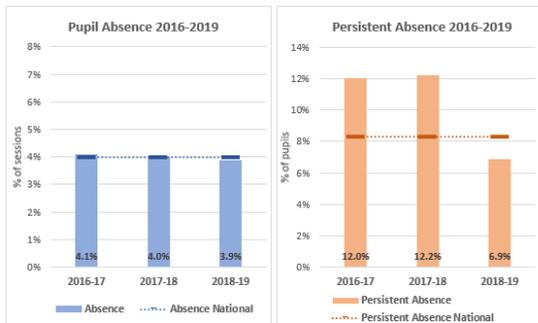
As a result of strong link with 'Play in a day', all our Y5 children were able to take part in a performance. This allowed great opportunities for team work and creativity. We also took over 180 children to enjoy the thrills of the pantomime at the Oldham Coliseum.

Pupils experienced a wide range of activities and visits which widen their life experiences and impact progress and attainment. A broad range of trips took place across the school year to excite and enthuse children in their learning. For example, Y4 become Roman soldiers at Chester, Y1 experienced Blackpool including an Historic tram ride. Year 5 pupils attended Blue Coat high school

This is an extremely important part of Mayfield's school life. The links with have with outside agencies and the experiences we give the children is so important. These will continue into the next academic year.

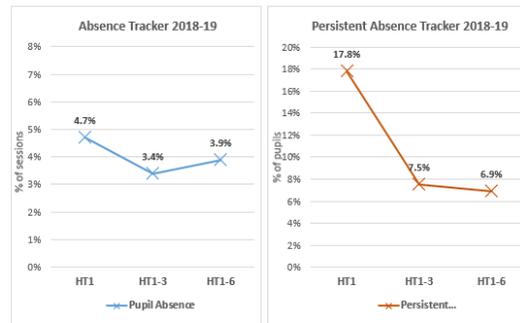
		<p>for a multi faith experience day. In addition, themed experience days took place termly with a key subject focus to broaden the ‘wow’ factor of learning for pupils and increase engagement.</p> <p>These opportunities provided a stimulus for many children to develop their wider curriculum interest and enjoyment of learning. As a result, all classes were given wider access to language experiences to broaden and enrich their oracy.</p> <p>As a result of these experiences learning aspirations were significantly raised.</p>	
3	<p><i>To enhance our children’s emotional well-being, attendance and punctuality.</i></p>	<p>Our Learning Mentor supports approximately 15-20 children on a Weekly basis. Due to school’s Learning Mentor referral process, these are our most vulnerable children who require targeted intervention. Our Learning Mentor also supports 5-6 families on specific areas.</p> <p>As a result of this support, teachers comment that many children are ready to learn and able to access learning, and there have been many individual success stories of positive achievement. Teachers have observed many children have developed skills around empathy, self-worth, understanding, respect and resilience because of accessing Counselling services and / or Learning Mentor support.</p> <p>As a result of this very positive and proactive support there are very few recorded incidents of poor behaviour for this group on school’s Behaviour Incident Log system</p> <p>Our Pastoral Team signposts families to appropriate agencies to receive the support they need. There have been several positive examples of support work taking place within school and / or the home to provide support where required. Family needs are supported and there has been positive impact on children’s well-being and readiness for learning, evidenced through discussions, observations and book audits.</p> <p>There are several families who talk positively about the school and the support they have received. As a result of this close and positive engagement school staff have developed some excellent relationships between home and school. This underpins much of our success</p> <p>Attendance / Punctuality for this group is being tracked by the Pastoral Lead and there have been many individual successes where attendance has improved and numbers of recorded ‘lates’ has decreased.</p>	<p>A vital role in the running of Mayfield. Without the ability to enhance the children’s well-being, attendance and punctuality, the teachers are unable to fulfil their roles in teaching. These will continue into the next academic year.</p>

Mayfield Primary School: Absence and Exclusions Dashboard 2018-19

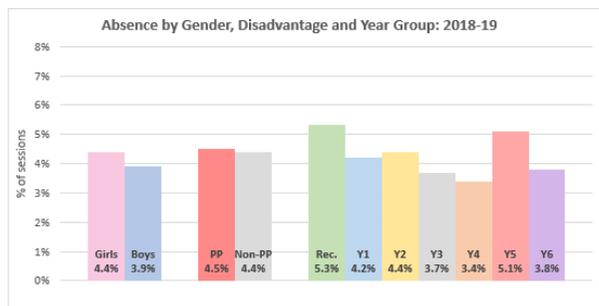


	2016-17		2017-18		2018-19	
	School	National	School	National	School	National
ABSENCE AND PERSISTENT ABSENCE (PA)						
Absence: % of sessions missed	4.1%	4.0%	4.0%	4.0%	3.9%	4.0%
% of pupils who missed 10% or more sessions	12.0%	8.3%	12.2%	8.3%	6.9%	8.3%

NB: - absence data is for pupils aged 5+ at the start of the academic year (i.e. excludes Reception).



2018-19	Sept. to Christmas	Sept. to Easter	Sept. to July
	HT1	HT1-3	HT1-6
ABSENCE AND PERSISTENT ABSENCE (PA)			
Absence: % of sessions missed	4.7%	3.4%	3.9%
% of pupils who missed 10% or more sessions	17.8%	7.5%	6.9%



2018-19		2018-19	
ABSENCE: 2018-19 HALF-TERM 1-6		School	School
% of sessions missed: Girls	4.4%	Absence: Reception	5.3%
% of sessions missed: Boys	3.9%	Absence: Year 1	4.2%
% of sessions missed: Disadvantaged (PP)	4.5%	Absence: Year 2	4.4%
% of sessions missed: Non-disadvantaged (Non-PP)	4.4%	Absence: Year 3	3.7%
		Absence: Year 4	3.4%
		Absence: Year 5	5.1%
		Absence: Year 6	3.8%

All staff have had CPOMS training and the system is now used school wide to collect information. As a result of this introduction more effective support can be identified quickly to support children, teachers and families.

4 Early Years Foundation Stage

As a result of effective targeted support there has been a large increase in the number of children and therefore % of children meeting Age-related expectations in Reading, Writing, Maths (number), Combined and GLD. This figure is particularly strong in GLD where the % has improved by 50%

% meeting Age-related expectations	% at end of Autumn term	% at end of Spring term	% at end of Summer term	Improvement
Reading	33%	40%	63%	30%
Writing	23%	40%	60%	37%
Maths (Number)	37%	40%	70%	33%
Combined	23%	37%	60%	37%
GLD	10%	30%	60%	50%

2018-19 (progress when in Rec)	Expected Progress (6 points)	16 months progress in 12 months (8 points)	20 months progress in 12 months (10 points)	2 years progress in 12 months (12 points)
Reading	73%	30%	3%	0
Writing	83%	37%	7%	0
Maths (Numbers)	70%	37%	17%	3%

*As a result of a TA being trained in ELKLAN and WELLCOM she is able to screen, identify and plan interventions for our children's speech and language needs.
Over the Autumn term, the TA screened every FS child on entry using the assessment tool provided. From the screening results she then grouped the children according to their needs.*

Speech and Language Intervention	Baseline to end of Autumn term	Baseline to end of Spring term	Baseline to end of Summer term
Expected progress	100%	100%	100%
Accelerated progress	44%	67%	78%

