

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	Mayfield Primary School
Number of pupils in school	285
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mark Couper-Barton
Pupil premium lead	Sarah Davies
Governor / Trustee lead	Carla Dickinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,880
Recovery premium funding allocation this academic year	£3770
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	£143,650

Part A: Pupil premium strategy plan

Statement of intent

At Mayfield, we aim to improve both the attainment and achievement of all children regardless of their circumstances. Raising the aspiration, attainment and self-esteem of our least financially advantaged children is a major priority of the school.

We are a school committed to providing high quality inclusive education regardless of faith, ability and gender. We foster a love of learning in our children, we value effort and we nurture ambition to ensure all children reach their full potential.

At Mayfield, we believe that every child can succeed. Developing well-being and self-esteem is key alongside raising attainment and achievement. We aim to prepare our learners for the opportunities, responsibilities and experiences of life through a balanced high-quality education in a nurturing and stimulating environment where our school community is learning and achieving together. We aim to develop lifelong learners with high aspirations for the future.

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 at least meets national figures (96.2%).
- Improve the outcomes of high attaining children in receipt of pupil premium.

Mayfield Primary School is an average sized primary school. Most pupils are White British and speak English as their first language.

The proportion of pupils with disabilities and those with additional / special educational needs receiving support is above average.

The proportion of pupils eligible for support through the pupil premium is well above the national average. (The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)

The school provides a breakfast club and pre-school sport, as part of our school offer.

Mayfield Primary School equips all learners with the motivation, knowledge and skills to 'Learn from yesterday. Live for today. Hope for tomorrow'.

Our values are:

Mayfield's Values underpinning our Mission Statement					
L	Love of all	L	Lead by example	H	Health and happiness
E	Empathy	I	Inspire, imagine, improve.	O	Opportunities and aspirations
A	Appreciation	V	Voice	P	Perseverance, progress, pride.
R	Reflect, respect, remember.	E	Everyone matters	E	Every day is a new day
N	Never give up				

Our Principles are:

- We ensure that teaching and learning opportunities meet the needs of all our pupils.
- We ensure that appropriate provision is made for pupils within vulnerable groups and that the needs of children with social disadvantaged are adequately assessed and addressed.
- In making provision for pupils with social disadvantage, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who with social disadvantage are registered or qualify for free school meals.
- Pupil Premium funding in our school may be used to support or impact on any pupil or groups of pupils that school has identified as experiencing social disadvantage.
- Pupil premium will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Challenges

This details the key challenges to achievement that we have identified among many of our pupils with disadvantage.

Challenge number	Detail of challenge
1	Low attainment on entry to the Early Years Foundation Stage in all areas. 100% of disadvantaged children are working in the low 30-50month age band.
2	Weak Language and Communication skills. This impacts progress in speaking, listening, reading (including phonics) and writing as they progress through school and into KS2. The impact of school closures and disruptions due to Covid-19 has meant that EYFS and KS1 pupils have a significant delay in this area which needs addressing. The delay in language and literacy skills in EYFS also affects cohesion within writing which has historically been a challenge.

3	More frequent behaviour difficulties linked to emotional well-being. 66% of exclusions were PP children.
4	Attendance and Punctuality issues. Overall attendance 93%, persistence absence 16-18% average. Pupil Premium children have a higher percentage of unauthorised absences and punctuality record, and have a lower attendance compared to Non-Pupil Premium children.
5	Delayed development of English and Maths skills. School implemented a successful 'prioritised content' of the English and maths curriculum with evidence of impact on progress. However, whilst many disadvantaged pupils made accelerated progress, non-disadvantaged pupils made greater progress. Impact on academic progress due to external factors means that percentages of disadvantaged pupils at age related expectations remains below data for National in 2019.
6	Specific additional / special educational needs. 83% of EHCP children are in receipt of Pupil Premium funding.

Intended outcomes

This section identifies the specific 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
Attainment and Progress in Reading	Diminish differences so that greater numbers of pupil premium children are at least meeting age-related expectations in Reading by the end of the year and at least in line with national figures. Reading progress of pupil premium children to be at least in line with national average progress scores in KS2 Reading.
Attainment and Progress in Writing	Diminish differences so that greater numbers of pupil premium children are at least meeting age-related expectations in Writing by the end of the year and at least in line with national figures. Writing progress of pupil premium children to be at least in line with national average progress scores in KS2 Writing.
Attainment and Progress in Mathematics	Diminish differences so that greater numbers of pupil premium children are at least meeting age-related expectations in Mathematics by the end of the year and at least in line with national figures. Mathematics progress of pupil premium children to be at least in line with national average progress scores in KS2 Maths.
Phonics	Be at least in line with national average for children at the expected standard in the Phonics Screening Check at the end of Yr1 and Yr2 Phonics re-sits.
Other	

Attendance	Ensure attendance of pupils with disadvantage is at least in line with national.
Behaviour	Ensure behaviour is consistently high quality and children demonstrate positive attitudes to learning.
Well-being	Ensure children feel happy, safe and secure, and that children are supported socially and emotionally where required.
Staff CPD	Ensure children feel happy, safe and secure, and that children are supported socially and emotionally where required.
Enrichment	Ensure high quality CPD, based on EEF research findings and linked to school improvement priorities, is having a direct impact on improving the outcomes of all children, specifically PP children.
Curriculum	Ensure that children experience a wide range of engaging activities within school and out of school, to build interest, engage, motivate, develop interests, nurture talents, etc. Ensure there is a high-quality offer for all children with high expectations for all pupils.

Activity in this academic year

This section details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Programmes in EYFS & KS1 Neli- Training Staff to deliver the programme WellCom training	Weak Language and Communication skills. Most pupil premium children are working a lower age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, many pupil premium children are unable to use talk to connect ideas and explain what is happening coherently. Higher than average numbers of pupil premium children access SALT (Speech and Language Therapy) in EYFS: our disadvantaged children often access and require additional small group support.	1, 2, 5

	<u>Oral language interventions EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	
Ensure that the Phonic Scheme is monitored closely and pupils making below expected progress are identified in Pupil Progress meetings. Target disadvantaged pupils using internal data and provide interventions to close the gap.	Many children are entering school well below age-related expectations and are showing significant Speech and Language issues. Phonic scores for disadvantaged children are typically below average at the end of Yr1 and Yr2 re-sits. <u>Phonics EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	1, 2, 5
Monitor the Reading Challenge in EYFS/ KS1 and ensure regular reading opportunities are being seen.	Engagement from some parents reading at home with their children remains an issue. Fewer children are bringing their reading books back to school on a regular basis once they leave EYFS. Continue to actively promote a love of reading ethos throughout school. <u>Reading comprehension strategies EEF</u> <u>(educationendowmentfoundation.org.uk)</u> <u>Improving Literacy in Key Stage 1 EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	1, 2, 5
To analyse summative assessment data and identify the children who require catch up, training and monitoring of Accelerated Reader.	Reading stamina and engagement with reading needs embedding. Children need to develop their independence and understanding of longer texts in order for them to develop higher order skills of comprehension.	2, 5
Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings, Twilight sessions and INSET days, where appropriate.	1, 2, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £91,400

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>EYFS and Key Stage One Teaching Assistants (Focussed intervention role)</p>	<p>On entry to Reception, most children have low Language and Communication skills – 100% of disadvantaged children are working in the low 30-50 month age band with 40% of disadvantaged children working significantly below in 16-26/ 22-36 month age band. Due to poor socio-economic circumstances, many children do not have the breadth of vocabulary, knowledge and skills required to meet age-related expectations by the end of Reception.</p> <p>Many children are working below the correct age band on entry to Reception, despite making accelerated progress in Nursery, and do not meet the required end of year ELG's.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 5</p>
<p>Key Stage Two Teaching Assistants (Focussed intervention role)</p>	<p>Attainment across all key stages for reading has been below National Average for a number of years. The attainment measure at KS1 (percentage of children achieving at least the expected standard in Reading, Writing & Maths) could indicate that COVID-related disruption has had a considerable impact on outcomes, especially in 2021. Only 38% of pupils achieved the combined standard this year, compared to 44% of the school's KS1 cohort in 2019. This has a direct impact on outcomes in KS2 where there needs to be accelerated progress made in order for the children to be ARE by the end of Yr6.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,5</p>
<p>Mastery Maths Lead will ensure high quality professional development supports colleagues in improving mathematical outcomes</p> <p>Will provide additional educational support that will raise the standard of achievement of target groups across school.</p>	<p>Pupils need to develop their deep, long-term memory of maths, to explore a range of techniques that will develop their thinking and move them on with their learning. The attainment of PP children in maths has been below average and the % of PP children achieving ARE is lower compared to Non-PP children.</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1,2,5</p>

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

Budgeted cost: £31,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incredible Years Child Training (Dinosaur School)	<p>Many children are lacking self-regulation and problem solving skills when it comes to dealing with their emotions.</p> <p>STARS: Incredible Years Teacher Classroom Management EEF (educationendowmentfoundation.org.uk)</p>	3
Pastoral Support Assistant	<p>With the additional increase in external agency involvement due to Covid-19, it is essential that we know our children and can spot triggers which will affect learning. Behaviour challenges are meaning PP pupils are more likely to see their academic progress impacted without targeted intervention.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3, 4
Attendance officer	<p>Attendance and Punctuality issues. Attendance figures are currently good for Pupil Premium pupils and we would like to maintain this. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils.</p> <p>Improving School Attendance</p>	
Enrichment Each class experiences an 'enrichment' activity annually between them and their partner class to stimulate further learning.	<p>Promote community cohesion and develop tolerance of those from different faiths and beliefs. Children from each school build positive relations, friendships and a growing understanding and respect of those from different communities.</p> <p>Broaden life experiences, language and opportunities.</p> <p>Raise expectations and aspirations.</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5

<p>Activities include sport, art, drama and outdoor education.</p> <p>Subsidise trips and visits for those in receipt of Pupil Premium.</p>	<p><u>Arts participation EEF (educationendowmentfoundation.org.uk)</u></p>	
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Total budgeted cost: £143,650

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.

Section G: Evaluation of Impact of Pupil Premium Strategies (This Year 2020/2021)

	Strategy	Evaluation	Learning/Embedding																								
1	<p><u>Well-being</u></p> <p>To ensure well-being and mental health issues are addressed.</p>	<p>Support was put in place for children who required additional pastoral support. The school used outside agencies for advice to develop skills and support where required. The role of the TA changed where needed to adopt a more pastoral role.</p> <ul style="list-style-type: none"> • Referrals to external agencies increased by 50% between the spring and summer term • Early help involvement rose by 50% • Mentoring and Pastoral support increased quite dramatically, going from 11 individuals/families needing support in the Autumn term to 37 individuals/families in Spring and Summer <table border="1"> <caption>Data for Parents' and Carers' Safeguarding Questionnaire</caption> <thead> <tr> <th>Statement</th> <th>Agree (%)</th> <th>Disagree (%)</th> <th>Not sure (%)</th> </tr> </thead> <tbody> <tr> <td>My child enjoys coming to Mayfield</td> <td>~98</td> <td>~2</td> <td>0</td> </tr> <tr> <td>Our school is a safe environment</td> <td>~98</td> <td>~2</td> <td>~2</td> </tr> <tr> <td>We have a caring and supportive ethos</td> <td>~98</td> <td>0</td> <td>~2</td> </tr> <tr> <td>My child is well looked after at Mayfield</td> <td>~98</td> <td>~2</td> <td>0</td> </tr> <tr> <td>Children's views are listened to</td> <td>~75</td> <td>0</td> <td>~25</td> </tr> </tbody> </table>	Statement	Agree (%)	Disagree (%)	Not sure (%)	My child enjoys coming to Mayfield	~98	~2	0	Our school is a safe environment	~98	~2	~2	We have a caring and supportive ethos	~98	0	~2	My child is well looked after at Mayfield	~98	~2	0	Children's views are listened to	~75	0	~25	<p>Continue into the new academic year, embed and strengthen structures already in place.</p> <p>Continue to recognise challenges and offer support to our children in order to aid their mental health and well-being - assessing the impact of Covid-19 and other factors.</p> <p>Continue to be a safe, trusted source for our parents and their children, ensuring they can disclose their issues and support them to overcome the barriers to parenting, by signposting them to</p>
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			external agencies as the figures show. Early Help and Healthy Young Minds allow parents to begin to unpick issues and work with professionals.
2	<p><u>Behaviour and attitudes to learning</u></p> <p>To ensure excellent behaviour.</p> <p>To ensure excellent attitudes to learning.</p> <p>To ensure attendance is as good as it can be, and remote</p>	<p>Support was put in place for children who required additional behaviour support. The school used outside agencies for advice to develop skills and support where required.</p> <p>Work around resilience and attitudes to learning showed positive results. In the Autumn term 3 children were on a behaviour support plan and this reduced to 1 child by the summer term.</p> <p>We have worked alongside the police to ensure that our children are in school and they and the staff are safe whilst in attendance.</p> <p>The school appointed a new Pastoral Support worker in July, to start in September 2021, with the focus on attendance.</p> <p>School completed an annual survey of pupil's views about being in school.</p>	<p>Continue into 2021-2022 as part of the SDP.</p> <p>Ensure all new staff are trained in the use of CPOMs and receive relevant and necessary training / support.</p> <p>After school clubs to promote mindfulness and resilience to commence in the Autumn term.</p> <p>Further work with targeted children</p>

	<p>provision is adequate.</p> <p style="text-align: center;">Parents' and Carers' Safeguarding Questionnaire</p> <table border="1"> <thead> <tr> <th>Statement</th> <th>Agree (%)</th> <th>Disagree (%)</th> <th>Not sure (%)</th> </tr> </thead> <tbody> <tr> <td>Behaviour is high quality</td> <td>~95</td> <td>~2</td> <td>~2</td> </tr> <tr> <td>We deal effectively with bullying, racism and prejudice</td> <td>~70</td> <td>~10</td> <td>~20</td> </tr> <tr> <td>The staff know my child well</td> <td>~85</td> <td>~2</td> <td>~10</td> </tr> <tr> <td>Staff encourage my child to do their best</td> <td>~95</td> <td>~2</td> <td>~3</td> </tr> <tr> <td>Mayfield children develop good morals and values</td> <td>~95</td> <td>~2</td> <td>~3</td> </tr> <tr> <td>Children are given responsibilities</td> <td>~75</td> <td>~2</td> <td>~23</td> </tr> </tbody> </table>	Statement	Agree (%)	Disagree (%)	Not sure (%)	Behaviour is high quality	~95	~2	~2	We deal effectively with bullying, racism and prejudice	~70	~10	~20	The staff know my child well	~85	~2	~10	Staff encourage my child to do their best	~95	~2	~3	Mayfield children develop good morals and values	~95	~2	~3	Children are given responsibilities	~75	~2	~23	<p>around bullying, racism and prejudice.</p> <p>Further work within the local community including PCSOs to break down barriers and prejudices.</p>
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3	<p>Catch Up</p> <p>Filling the essential gaps from last term and providing Essential knowledge and skills for the new year</p> <p>English and Maths leads worked on creating a 'catch-up' plan for each year group to ensure that any gaps from the previous year were covered. The current year's curriculum was streamlined with the essential and core content covered in each subject. There was an emphasis on precision teaching to ensure rapid progress was made. Catch-up plans have evolved each term to meet the needs of the children and as new priorities emerge.</p> <p>The work on quality first teaching within the Pupil Premium Strategy for 2020-21 has impacted on outcomes for pupil premium children over the last few years. Some attainment recovery is evident, despite disruption. The ambitious curriculum along with other CPD has started to impact on outcomes for these pupils.</p>																													

<p>To ensure children cover the essential Reading, Writing and Maths knowledge and skills from the summer term, by way of 'catch-up', to ensure they begin their next year group at or above age-related expectations.</p> <p>Narrow the gap further in pupil attainment in reading, phonics,</p>	<p><u>Year 5 English Coverage 2020-2021</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center; background-color: #e6f2ff;">Objectives not started</th><th colspan="3" style="text-align: center; background-color: #ffffcc;">Objectives not secure</th></tr> <tr> <th colspan="2" style="background-color: #ffcccc;">YEAR 5</th><th colspan="2" style="background-color: #ffcccc;">PREVIOUS YR REVIEW</th><th colspan="2" style="background-color: #ffcccc;">CURRENT YEAR CONTENT</th></tr> </thead> <tbody> <tr> <td rowspan="2" style="vertical-align: top; width: 15%;">READING</td><td style="width: 15%;">Word Reading</td><td colspan="2"> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> </td><td colspan="2"> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology).</p> </td></tr> <tr> <td style="width: 15%;">Comprehension</td><td colspan="2"> <p>Identifying themes and conventions in a wide range of books.</p> <p>Read aloud and perform showing understanding through intonation, tone, volume and action.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> </td><td colspan="2"> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Provide reasoned justifications for their views.</p> </td></tr> <tr> <td rowspan="3" style="vertical-align: top; width: 15%;">WRITING</td><td style="width: 15%;">Spelling</td><td colspan="2"> <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> </td><td colspan="2"> <p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with 'silent' letters.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use a thesaurus.</p> </td></tr> <tr> <td style="width: 15%;">Handwriting</td><td colspan="2"> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> </td><td colspan="2"> <p>Write legibly, fluently and with increasing speed.</p> </td></tr> <tr> <td style="width: 15%;">Composition</td><td colspan="2"> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> </td><td colspan="2"> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> </td></tr> </tbody> </table> <p>Particularly at the end of KS2, we have seen good progress in writing, as evidenced in books. However, we continue to have a wide gap between our attainment in reading and writing, which is greater for pupil premium children than their non-disadvantaged peers. As a result, writing continues to be an area for development, particularly GDS for pupil premium pupils.</p>	Objectives not started			Objectives not secure			YEAR 5		PREVIOUS YR REVIEW		CURRENT YEAR CONTENT		READING	Word Reading	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>		<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology).</p>		Comprehension	<p>Identifying themes and conventions in a wide range of books.</p> <p>Read aloud and perform showing understanding through intonation, tone, volume and action.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>		<p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Provide reasoned justifications for their views.</p>		WRITING	Spelling	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>		<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with 'silent' letters.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use a thesaurus.</p>		Handwriting	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>		<p>Write legibly, fluently and with increasing speed.</p>		Composition	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>		<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p>		<p>Embed into 2021-2022 school year.</p> <p>Continuous professional development, together with the right resources will enable 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 achieving the expected standard or higher in each year group.</p>
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YEAR 5		PREVIOUS YR REVIEW		CURRENT YEAR CONTENT																																					
READING	Word Reading	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>		<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology).</p>																																					
	Comprehension	<p>Identifying themes and conventions in a wide range of books.</p> <p>Read aloud and perform showing understanding through intonation, tone, volume and action.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>		<p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Provide reasoned justifications for their views.</p>																																					
WRITING	Spelling	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>		<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with 'silent' letters.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use a thesaurus.</p>																																					
	Handwriting	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>		<p>Write legibly, fluently and with increasing speed.</p>																																					
	Composition	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>		<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p>																																					

grammar & punctuation, writing and maths where it is lower.	<p><u>Reading Attainment Data 2021</u></p> <table border="1" data-bbox="372 235 1455 600"> <thead> <tr> <th></th><th>March 2020</th><th>Autumn 2020</th><th>December 2020</th><th>May 2021</th><th>July 2021</th></tr> </thead> <tbody> <tr> <td>Y2 All pupils</td><td>59%</td><td>27%</td><td>55%</td><td>41%</td><td>50%</td></tr> <tr> <td>Disadvantaged</td><td>60%</td><td>30%</td><td>50%</td><td>33%</td><td>44%</td></tr> <tr> <td>Non-Disadvantaged</td><td>58%</td><td>26%</td><td>58%</td><td>44%</td><td>52%</td></tr> </tbody> </table> <table border="1" data-bbox="372 632 1455 1013"> <thead> <tr> <th></th><th>March 2020</th><th>Autumn 2020</th><th>December 2020</th><th>May 2021</th><th>July 2021</th></tr> </thead> <tbody> <tr> <td>Y6 All pupils</td><td>55%</td><td>29%</td><td>51%</td><td>53%</td><td>59%</td></tr> <tr> <td>Disadvantaged</td><td>27%</td><td>7%</td><td>20%</td><td>20%</td><td>33%</td></tr> <tr> <td>Non-Disadvantaged</td><td>81%</td><td>50%</td><td>81%</td><td>83%</td><td>83%</td></tr> </tbody> </table> <p><u>Reading Progress Data 2021</u></p> <table border="1" data-bbox="372 1124 1495 1351"> <thead> <tr> <th></th><th>March 2020</th><th>Autumn 2020 (2 points)</th><th>December 2020 (4 points)</th><th>May 2021 (6 points)</th><th>July 2021 (8 points)</th></tr> </thead> <tbody> <tr> <td>Y2 All pupils</td><td>---</td><td>2.9</td><td>5.0</td><td>7.6</td><td>9.4</td></tr> <tr> <td>Disadvantaged</td><td>---</td><td>3.1</td><td>5.0</td><td>7.4</td><td>8.9</td></tr> </tbody> </table>		March 2020	Autumn 2020	December 2020	May 2021	July 2021	Y2 All pupils	59%	27%	55%	41%	50%	Disadvantaged	60%	30%	50%	33%	44%	Non-Disadvantaged	58%	26%	58%	44%	52%		March 2020	Autumn 2020	December 2020	May 2021	July 2021	Y6 All pupils	55%	29%	51%	53%	59%	Disadvantaged	27%	7%	20%	20%	33%	Non-Disadvantaged	81%	50%	81%	83%	83%		March 2020	Autumn 2020 (2 points)	December 2020 (4 points)	May 2021 (6 points)	July 2021 (8 points)	Y2 All pupils	---	2.9	5.0	7.6	9.4	Disadvantaged	---	3.1	5.0	7.4	8.9
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	March 2020	Autumn 2020 (2 points)	December 2020 (4 points)	May 2021 (6 points)	July 2021 (8 points)
Y6 All pupils	---	1.9	5.8	7.8	9.8
Disadvantaged	---	1.6	5.1	7.0	8.9
Non- Disadvantaged	---	2.0	6.5	8.6	10.5

Writing Attainment Data 2021

	March 2020	Autumn 2020	December 2020	May 2021	July 2021
Y2 All pupils	66%	21%	45%	38%	53%
Disadvantaged	50%	10%	40%	33%	44%
Non- Disadvantaged	74%	26%	47%	39%	57%

	March 2020	Autumn 2020	December 2020	May 2021	July 2021
Y6 All pupils	52%	19%	48%	53%	53%

Disadvantaged	27%	7%	13%	20%	33%
Non- Disadvantaged	75%	31%	81%	83%	83%

Writing Progress Data 2021

	March 2020	Autumn 2020 (2 points)	December 2020 (4 points)	May 2021 (6 points)	July 2021 (8 points)
Y2 All pupils	---	3.1	5.1	7.2	8.9
Disadvantaged	---	3.1	5.4	7.5	9.2
Non- Disadvantaged	---	3.1	5.0	7.1	9.8

	March 2020	Autumn 2020 (2 points)	December 2020 (4 points)	May 2020 (6 points)	July 2021 (8 points)
Y6 All pupils	---	1.9	5.6	7.4	10.1
Disadvantaged	---	1.9	4.9	6.7	9.7
Non- Disadvantaged	---	1.9	6.4	8.2	10.5

Maths Attainment Data 2021

	March 2020	Autumn 2020	December 2020	May 2021	July 2021
Y2 All pupils	72%	24%	48%	38%	44%
Disadvantaged	60%	20%	40%	44%	44%
Non-Disadvantaged	79%	26%	53%	35%	44%

	March 2020	Autumn 2020	December 2020	May 2021	July 2021
Y6 All pupils	48%	19%	48%	53%	53%
Disadvantaged	20%	7%	13%	20%	20%
Non-Disadvantaged	75%	31%	81%	83%	83%

Maths Progress Data 2021

	March 2020	Autumn 2020 (2 points)	December 2020 (4 points)	May 2021 (6 points)	July 2021 (8 points)
Y2 All pupils	---	2.8	5.1	7.3	9.1

		Disadvantaged	---	3.1	5.6	7.8	9.7		
		Non- Disadvantaged	---	2.7	5.0	7.1	8.9		
	March 2020	Autumn 2020 (2 points)	December 2020 (4 points)	May 2021 (6 points)	July 2021 (8 points)				
Y6 All pupils	---	1.6	4.8	7.3	10.5				
Disadvantaged	---	1.4	3.7	6.0	8.1				
Non- Disadvantaged	---	2.0	6.0	8.7	10.5				

4

A positive experience (Curriculum /enrichment)

To ensure children continue to have positive experiences at a time of real challenge and anxiety.

Mayfield Primary Curriculum									
Intent	Vision	Learn from yesterday, live for today, hope for tomorrow							
	Ethos	Aspiration	Responsibility	Equality	Independence	Resilience	respect	Achievement	Creativity
Aims	Provide a rich and broad-based curriculum	Promote British values	Understand our local area		Deeply embed learning	Strong home and school partnership	Community cohesion	Develop global awareness	
Teaching	A learning climate built on positive relationships	Expert subject knowledge	Develop skills for learning through 'explicit learning pathways'	High expectations of learning behaviour	Precise questioning and vocabulary	Accurate assessment informs next steps	Quality feedback in the moment and purposeful marking	Challenge for all with rich opportunities for mastery and breadth	Encourage growth mind set
Learning	Ensure all children are taught and retain essential knowledge in key subject areas		Fostering positive attitudes to learning	Independence and perseverance	Challenge for all	Active learning through questioning and reflecting	Play and explore	Opportunities to embed knowledge	Critical thinking- Resilience/ risk taking
Breadth and balance	Explicitly taught knowledge and skills are at the heart of all curriculum subjects with meaningful links made between subjects			Core subjects – Prioritised and taught with precision and embedded links throughout the curriculum			Foundation subjects explicitly taught and grouped into topics to ensure learning is deeply embedded		
Inspiring Contexts	Provide a rich and broad based curriculum	Memorable and meaningful, cross-curricular themes	Curriculum based in local and relevant context	Inspirational learning environment	WOW! Days and events hook children's interests	Visits, visitors, events and experiences bring learning to life	Creative hand valued home learning	Children's ideas at the heart of teaching	Quality texts underpin learning
Whole child	Inclusion, equity and aspiration at heart of teaching		Celebrate individual achievement and success	Children's rights		Intervention and adjustments for individuals		Connected on a local, national and international scale	
Impact	Emotional Personal development is outstanding Children are happy and enjoy school Families are confident and happy with school life.			Social Behaviour and attitudes are outstanding Children demonstrate our values in their learning and behaviour in school			Intellectual Outstanding quality of education High achievements for all Deep and rich learning Learning for life		
Evaluation	Nationally generated performance information attainment and pupil progress		Regular school self-evaluation and monitoring		Pupil voice valued		Long term learning built on retained.		External validation of judgements

A great deal of work and CPD was dedicated to creating a bespoke curriculum. We believe at Mayfield, that every child should have the opportunity to be empowered with their learning through a curriculum which is creative, progressive and goes above and beyond the statutory curriculum to enable our children to be future ready. This is achieved through our skills and knowledge, engaged and enquiry approach that is rooted in the unique opportunities offered by our local community & expertise, local issues, and the historical and geographical context of our locality. Children also have opportunities to look beyond themselves, ask 'big questions' and think globally about the natural world, be culturally aware, empathise and understand others. Our curriculum not only aims to

Continue into 2021-2022 as part of the SDP.

Embed work around the new bespoke curriculum with middle leaders to ensure it has impact upon children's learning and their life experiences.

A big emphasis will be to ensure that children experience a school trip / out of school experience (Covid depending).

After-school clubs carefully selected and aimed at targeted children.

provide children with the skills that they need now, but also the ability to be flexible, resourceful, reflective and resilient, helping them to adapt and problem solve as they grow up in an ever-changing world. By maintaining high expectations of ourselves and each other, our children will be equipped to encounter opportunities and challenges with resilience and determination. We encourage a curiosity about the world and strive to ensure that our children will contribute positively to it, both now and in the future. Mayfield Primary is an inclusive school, intent on ensuring that all pupils reach their potential in a culture success. Middle leaders with the support of SLT have created a curriculum which will enhance and enrich the lives of our children.

Some trips / visits resumed, mainly in the summer term, last year.

Y2: Victorian experience

Y3: Castleshaw

Y4: Swimming

Y5: Play in a day

Y6: Castleshaw residential

Go4it sports came into school to work with Yr3 and Yr4 around resilience and teamwork.

All year groups used online learning and additional websites to extend experiences with links made to the curriculum where possible.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	TT Rockstars
Spelling Shed	Literacy Shed
Castleshaw	Oldham Council
Play in a Day	Stage Centre