



Mayfield CE Primary School

Acting Executive Headteacher/Head of School: Miss Joanne Warren

NURTURE INSPIRE SOAR

'Those who trust in the Lord will soar on wings like eagles.' (Isaiah 40: 31)

Mayfield CE School Pupil Premium Report 2022 - 2023

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. This report evidences the impact that last year's spending of pupil premium had within our school.

The report also highlights our pupil premium strategy for 2023 - 2024, and how we intend to spend the funding in this academic year.

School overview

| Detail | Data |
|---|--------------------|
| Number of pupils in school | 159 |
| Proportion (%) of pupil premium eligible pupils | 21 Pupils (13.2%) |
| Academic Year | 2022 - 2023 |
| Date this statement was published | December 2023 |
| Pupil Premium Lead | Miss Joanne Warren |
| Governor Lead | Mr Robert French |

Part A: Review of outcomes in the previous academic year 2022 - 2023

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £25,826 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years | £31,359 |
| Total budget for this academic year | £57,185 |

Pupil Premium Strategy Outcomes



STATUTORY ASSESSMENTS 2022-2023

| Early Years Foundation Stage - % achieving Good Level of Development | | |
|--|-------------|----------|
| Mayfield | East Sussex | National |
| 85% | 70% | 67% |

| Year 1 Phonic Screening - % meeting the standard | | |
|--|-------------|----------|
| Mayfield | East Sussex | National |
| 83% | 76% | 79% |

| End of Key Stage 1 (teacher) | % achieving the EXPECTED standard | | | % achieving the GREATER DEPTH standard | | |
|------------------------------|-----------------------------------|-------------|----------|--|-------------|----------|
| | Mayfield | East Sussex | National | Mayfield | East Sussex | National |
| READING | 75% | 68% | 50% | 39% | 18% | 19% |
| WRITING | 67% | 59% | 52% | 13% | 7% | 8% |
| MATHS | 79% | 69% | 54% | 25% | 15% | 16% |

| End of Key Stage 2 | % achieving the EXPECTED standard + | | | % achieving the HIGHER/GREATER DEPTH standard | | |
|--|-------------------------------------|-------------|----------|---|-------------|----------|
| | Mayfield | East Sussex | NATIONAL | Mayfield | East Sussex | NATIONAL |
| READING (SATS) | 85% | 71% | 73% | 38% | 28% | 29% |
| WRITING (teacher) | 81% | 70% | 71% | 15% | 10% | 13% |
| MATHS (SATS) | 77% | 68% | 73% | 31% | 18% | 24% |
| RWM combined | 69% | 56% | 59% | 12% | 5% | 8% |
| Grammar, Punctuation & Spelling (SATS) | 77% | 65% | 72% | 23% | 22% | 30% |
| Science (teacher) | 85% | | 80% | | | |

NB: More assessment & performance information can be found on the GOV.UK website
MTC 31% of Y4s achieved 25/25 and the average score was 20.4/25

Specific Items

| Item | Commitment from Pupil Premium Allocation | Commentary on progress and effectiveness |
|-----------------------------|---|--|
| Quality of Teaching for All | <ul style="list-style-type: none"> Subscriptions to the following online resources: <ul style="list-style-type: none"> White Rose Maths Times Tables Rockstars Jigsaw Twinkl Phonics Speech Link Language Link Charanga Music Rhino Readers decodable phonics books NFER Tests Supplementing Class TA salaries. <p>Total Spent: £31,808.73</p> | <ul style="list-style-type: none"> The YR cohort made accelerated progress from their starting points. Phonics: 83% of Y1 pupils passed the phonic screening and 75% of Y2 pupils passed the re-sit. Impact of phonics provision for EAL (4 out of 5 EAL pupils are also PPG) pupils has been effective. 3/5 (60%) of Y1 EAL pupils and 3/4 (75%) passed the phonic screening. Overall the quality of education and outcomes for reading and maths were strong, exceeding both Local Authority and National data. Although writing outcomes were not as strong as reading, they still exceeded LA and National data. (see data summary) Monitoring showed that engagement in phonics learning was good and children had access to appropriate decodable reading books matched to their stage of phonic learning. NFER testing supported the accuracy of teachers' assessment judgements in reading and maths and supported the identification of pupils needing learning intervention. All judgements at Federation and ESCC moderation were agreed. |

| Item | Commitment from Pupil Premium Allocation | Commentary on progress and effectiveness | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|--|--|--|---|--|--|--|--|-------------------------|-------------------------|-----------------------|------------------|-----|-----|-----|---------------|-----|-----|-----|---------------|-----|-----|-----|---------------|-----|----|-----|---------------|-----|-----|------|---------------|-----|-----|-----|---------------|-----|-----|-----|
| | | <ul style="list-style-type: none"> • Non-music specialists were supported with their delivery of the music curriculum through the Charanga Scheme. • Speech and language assessments informed interventions well and provided evidence for referrals to outside agencies when required. • KS2 pupils had access to regular times tables practice to support their mathematical fluency with times tables, although performance in the Y4 Multiplication Tables Check was not as strong as expected. • Maths teaching, incorporating the White Rose maths resources, supported good or better teaching in maths with end of Key Stage outcomes exceeding regional and national data. • Jigsaw – a preventative PSHE curriculum is in place, supporting children’s understanding of positive relationships and personal development. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Targeted Support | <ul style="list-style-type: none"> • Individual or small group interventions with a qualified teacher focusing on phonics, reading and writing. • Other interventions include: <ul style="list-style-type: none"> ▫ Speech/language support ▫ Sensory Circuits ▫ Jump Ahead ▫ Nurture provision ▫ Counselling • Additional SENDCo days for assessment, evaluation of provision, meetings with class teachers and time to make referrals. <p>Total Spent: £17,111.05</p> | <table border="1" data-bbox="767 891 1481 1328"> <thead> <tr> <th colspan="4">PPG Outcomes 2022-2023 (26 pupils)</th> </tr> <tr> <th colspan="4">42% of PPG pupils were also EAL, 8% were also SEND</th> </tr> <tr> <th></th> <th>Reading EXS+</th> <th>Writing EXS+</th> <th>Maths EXS+</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>Year 1</td> <td>67%</td> <td>50%</td> <td>83%</td> </tr> <tr> <td>Year 2</td> <td>67%</td> <td>50%</td> <td>67%</td> </tr> <tr> <td>Year 3</td> <td>50%</td> <td>0%</td> <td>50%</td> </tr> <tr> <td>Year 4</td> <td>50%</td> <td>25%</td> <td>100%</td> </tr> <tr> <td>Year 5</td> <td>25%</td> <td>25%</td> <td>75%</td> </tr> <tr> <td>Year 6</td> <td>50%</td> <td>50%</td> <td>50%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • EAL pupils’ attainment in maths (89% met EXS+) was much higher than in reading and writing overall across the school. • All children attending Sensory Circuits were able to access whole class learning from the start of the school day. • Screening Reception Children using Speech and Language Link enabled early identification and specific recommended programmes for support. • Regular review of individual outcomes and next steps in learning led to faster intervention where required. • Regular nurture support aided pupils’ positive wellbeing and focus on learning. | PPG Outcomes 2022-2023 (26 pupils) | | | | 42% of PPG pupils were also EAL, 8% were also SEND | | | | | Reading EXS+ | Writing EXS+ | Maths EXS+ | Reception | n/a | n/a | n/a | Year 1 | 67% | 50% | 83% | Year 2 | 67% | 50% | 67% | Year 3 | 50% | 0% | 50% | Year 4 | 50% | 25% | 100% | Year 5 | 25% | 25% | 75% | Year 6 | 50% | 50% | 50% |
| PPG Outcomes 2022-2023 (26 pupils) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 42% of PPG pupils were also EAL, 8% were also SEND | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Reading EXS+ | Writing EXS+ | Maths EXS+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reception | n/a | n/a | n/a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | 67% | 50% | 83% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | 67% | 50% | 67% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | 50% | 0% | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 4 | 50% | 25% | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 | 25% | 25% | 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 | 50% | 50% | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Item | Commitment from Pupil Premium Allocation | Commentary on progress and effectiveness |
|-------------------------|--|---|
| Other Approaches | <ul style="list-style-type: none"> Breakfast Club Swimming Ukelele Lessons Residential Visit Access to after school clubs School visits <p>Total Spent: £2,541.36</p> | <ul style="list-style-type: none"> Breakfast Club has enabled some parents of PPG pupils to bring their child to school earlier to support the transition between home and school. Children are calmer and more ready to learn at the start of the school day. Vulnerable pupils have benefitted from access to clubs and enrichment activities that they otherwise may not have experienced. Observation shows that PPG pupils have been motivated and engaged in the enrichment activities. Pupils attending the Y6 residential visit developed their independence skills and demonstrated an increase in confidence and resilience when facing challenges. |
| Total Spend | £51,461.14 | |

Part B: Pupil Premium Strategy for 2023 – 2024

Funding Overview for 2023 – 2024

| Detail | Data |
|---|--------------------|
| Number of pupils in school | 146 |
| Proportion (%) of pupil premium eligible pupils | 25 (16.4%) |
| Academic Year | 2023 - 2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | September 2024 |
| Pupil Premium Lead | Miss Joanne Warren |
| Governor Lead | Mr Robert French |

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £22,534 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £5,724 |
| Total budget for this academic year | £28,258 |

Statement of Intent

Pupil Premium is a government grant which is allocated to schools based on the number of children eligible for free school meals and the number of children who are or have been looked after by the Local Authority, referred to as 'looked-after children'. Schools are entitled to spend their allocated Pupil Premium Grant in a way they think will best improve attainment and achievement for these children. More information is available on the Department for Education website.

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

At Mayfield CE Primary School, we are determined to give every child access to high quality teaching to enable them to reach their potential. For teachers to be able to give the most attention to the children in

their care, we also believe that high quality teaching assistants are essential to support pupils' wellbeing and learning.

Challenges

We have identified the key challenges to achievement that we have identified among our disadvantaged pupils. Pupil Premium is used at Mayfield CE Primary School to remove any barriers to learning which may exist. These include:

1. Developing an engaging curriculum and high quality, adaptive teaching to support vulnerable pupils' learning and development.
2. Reducing gaps in learning and progress which may occur due to a child being disadvantaged and in receipt of Pupil Premium. The school has identified these gaps in the areas of personal and social development, language, phonics, reading and writing.
3. Providing additional support to the high proportion of pupils who have the additional disadvantage of EAL, SEND or GRT.
4. Raising self-esteem, supporting positive social interactions and inspiring positive attitudes to learning.
5. All vulnerable children attend school regularly and have equal access to extra-curricular and enrichment activities and breakfast club when required.

Activity in this academic year

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

| Quality of Teaching for All | Budgeted cost: £8,650 | |
|--|---|-------------------------------|
| Activity | Implementation | Challenge number(s) addressed |
| <ul style="list-style-type: none"> • 6x days for the English lead to monitor the quality of education as well as planning and delivering CPD for staff. £1,500 • Music Specialist for 0.5 days per week £3,600 • Subscriptions to the following online resources: <ul style="list-style-type: none"> ▫ Libresoft ▫ White Rose ▫ Times Tables Rockstars ▫ Twinkl Phonics ▫ Speech & Language Link ▫ KAPOW Music ▫ Ed. Psyche £3,550 | <p>Libresoft – Library Catalogue System</p> <ul style="list-style-type: none"> • Development of the school library to inspire a love of reading (funded by the PTA). • Regular class library slots and borrowing of books to give disadvantaged pupils access to high quality reading material. <p>Speech and Language Link</p> <ul style="list-style-type: none"> • Continue to screen children on entry to Reception to ensure early intervention and an individual programme of support. <p>Twinkl Phonics</p> <ul style="list-style-type: none"> • Continue to fund a high quality, DfE approved, systematic synthetic phonics programme. <p>White Rose and Times Table Rockstars</p> <ul style="list-style-type: none"> • High quality resources available for the class teacher to support effective teaching and learning as well as reducing teacher workload. | <p>1</p> |
| | Evidence that supports this approach | |
| | <p>EEF Teaching and Learning Toolkit provides evidence of the following impact:</p> <ul style="list-style-type: none"> • Focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. • Systematic phonics teaching has a positive impact overall (+5 months) with extensive evidence and is an important component in the development of early reading skills, | |

| | | |
|--|--|---|
| | <ul style="list-style-type: none"> • Times Tables rockstars subscription to engage pupils in learning their times tables both at home and in school. • To continue to focus on KS2 pupils' ability to fluently recall multiplication tables facts. <p>KAPOW Music</p> <ul style="list-style-type: none"> • KAPOW music subscription supports non-specialist teachers to provide an engaging music curriculum for all pupils with the potential to inspire personal development in the arts. • Music specialist to work alongside class teachers to teach music lessons across the school. (one class per term). <p>Whole School Writing Development</p> <ul style="list-style-type: none"> • Writing CPD for teachers on the sequencing of learning and the modelling of writing. • Funding for English subject leadership time to monitor English and plan/deliver individual and whole staff CPD. • To continue to focus on KS2 pupils' ability to fluently recall multiplication tables facts. | <p>particularly for children from disadvantaged backgrounds. It helps children to make connections between the sound patterns they hear in words and the way in which they are written.</p> <ul style="list-style-type: none"> • Participation in the arts can have a positive impact on academic outcomes in other areas of the curriculum. (+3 months) |
|--|--|---|

| Targeted Support | Budgeted cost: £17,568 | |
|---|--|--|
| Activity | Implementation | Challenge number(s) addressed |
| <ul style="list-style-type: none"> • Individual or small group interventions with a qualified teacher focusing on maths, phonics, reading and writing. £9,768 • Other interventions include: <ul style="list-style-type: none"> ▫ Speech/language support ▫ Sensory Circuits ▫ Jump Ahead ▫ Nurture provision ▫ Counselling £6,300 • 6 x SENDCo days £1,500 | <ul style="list-style-type: none"> • Qualified Teacher employed 2 days per week to carry out 1:1 or small group intervention addressing gaps in learning and providing quality feedback to pupils. • There will be a particular focus on further support for EAL pupils in reading and writing. • 6 additional SENDCo days for assessment, evaluation of provision and interventions, meetings with class teachers and time to make referrals. • SENDCO to ensure all teachers are responsible for overseeing interventions led by TAs and set SMART targets for provision maps each term. • Language and communication support required for some pupils during playtimes. • Consistent approach from all adults when interacting with vulnerable pupils. • Sensory circuits x4 mornings a week before school to support a calm approach to the | <p>2, 3, 4</p> <p>Evidence that supports this approach</p> <p>EEF Teaching and Learning Toolkit provides evidence of the following impact:</p> <ul style="list-style-type: none"> • One to One tuition with a teacher or TA (+5 months). This also includes personalised feedback (+6 months). • TA Interventions and small group tuition (+4 months). • Social and emotional learning interventions (+4 months) can improve pupils' decision-making skills, interaction with others and their self- |

| | | |
|--|---|---|
| | <p>school day and ensuring children are ready to learn.</p> <ul style="list-style-type: none"> • ELSA trained TA to carry out nurture support 1 day per week for specific needs such as anxiety, developing friendships etc. The ELSA will also attend termly supervision with an Educational Psychologist. • Fegans' Counsellor available for 1 afternoon per week to support identified children with trauma, anxiety, family breakdown, bereavement etc. | <p>management of emotions through specialised targeted programmes.</p> <ul style="list-style-type: none"> • Metacognition and self-regulation to support pupils to take responsibility for their actions and learning and develop understanding of what is required to succeed. (+7 month improvement) |
|--|---|---|

| Wider Strategies/Approaches | Budgeted cost: £2,040 | | |
|---|--|---|--|
| Activity | Implementation | Challenge number(s) addressed | |
| <ul style="list-style-type: none"> • Breakfast Club • Swimming • Ukelele Lessons • Residential Visit • Access to after school clubs • School visits • Homework support in school | <ul style="list-style-type: none"> • Applications to MAYFACs on parents' behalf for attendance at clubs and to cover voluntary contributions to school visits and enrichment activities. • Financial support for parents of children in receipt of PPG funding to attend the Y6 residential visit, swimming, music lessons and one free after school club per term. • All staff to be aware of PPG pupils who are also vulnerable due to EAL, SEND or GRT. • Breakfast Club provision for vulnerable families to support children in a calm start to the school day. • Class teachers to be pro-active in personally inviting parents to meetings and in providing personalised guidance for supporting their children at home. • Class teachers to support pupils with homework in school to practise key skills when required. | 5 | |
| | | Evidence that supports this approach | |
| | | <p>EEF Teaching and Learning Toolkit provides evidence of the following impact:</p> <ul style="list-style-type: none"> • Increasing parental engagement with the school to support children's learning (+4 month positive impact). • Good attendance ensures access to all learning opportunities and better progress. • Children participating in outdoor and adventurous activities alongside their peers (+4 month impact) | |

Total budgeted cost: £28, 258 (additional funding will be allocated from the school budget)

**Miss Joanne Warren – Acting Executive Headteacher/Head of School
December 2023**

