

Pupil premium strategy statement – Bawtry Mayflower Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	39 (18.75%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 21- Sept 24
Date this statement was published	December 2023
Date on which it will be reviewed	On-going but at least annually
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23/24)	£65,990
Recovery premium funding allocation this academic year	£5,800
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£362.70 - EY PP
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£72,152.70

Part A: Pupil premium strategy plan

Statement of intent

At Bawtry Mayflower, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who . The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<i>Attainment of disadvantaged children in Reading and phonics Although in KS1 disadvantaged children's scaled score was above national it was 1.3 below non disadvantaged pupils in school.</i>

	<p><i>Attainment of disadvantaged children in KS2 was significantly below those children who were not disadvantaged</i></p> <p><i>14.3% of children who are disadvantaged passed phonics screening check last year.</i></p> <p><i>50% passed Y2 resit (however, on 4 children sat and only 2 D)</i></p>
2	<p><i>Attainment of disadvantaged children in Maths</i></p> <p><i>Although in KS1 disadvantaged children's scaled score was above national it was 3.3 below non disadvantaged pupils in school.</i></p> <p><i>Attainment of disadvantaged children in KS2 was significantly below those children who were not disadvantaged</i></p>
3	<p><i>Attainment and progress of children in writing</i></p> <p><i>Attainment of disadvantaged children in KS2 was significantly below those children who were not disadvantaged</i></p>
4	<p><i>Middle attaining disadvantaged pupils making significantly less progress through KS2 than non-disadvantaged pupils in Reading and Maths</i></p>
5	<p><i>Engagement of parents of children who are disadvantaged.</i></p>
6	<p><i>Wellbeing of children who are disadvantaged</i></p>
7	<p><i>Our attendance data this year so far has shown that the attendance for disadvantaged pupils is at 90.4% and that there is a 4.4% difference between disadvantaged children's attendance and non-disadvantaged children.</i></p>

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
Quality First Teaching (<i>Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching</i>)	
The quality of teaching and learning is high impacting (outstanding) in all classes and all pupils will have access to high quality teaching on a daily basis.	<p>100% of teaching is good/outstanding demonstrated by:</p> <ul style="list-style-type: none"> Lesson drop-ins Books that show that children are making progress in their learning across all subjects. Formative and summative data to show that all children make at least expected progress.
There is a culture of continuous improvement amongst all teaching and support staff based up on the most up-to-date research. High quality	<p>Teachers will use learning from CPD to plan and deliver high quality teaching and learning across the curriculum, demonstrated by:</p> <ul style="list-style-type: none"> Engagement in disciplined inquiry

professional development will be a part of ensuring equity for all pupils.	Attendance at CPD – all CPD to be evidence informed with a focus on the cognitive science behind teaching and learning Lesson drop-ins will show application of the learning from CPD into practice
All pupils will be able to read fluently and with good understanding to enable them to access the breadth of the curriculum leading to improved attainment and progress in reading.	All children will make at least expected progress in reading, demonstrated through: Accelerated reader data analysis that shows that children's ZPDs progress over the course of the year. Teacher's records when listening to children read will show progress in reading with fluency. Children's work in reading lessons demonstrates the above.
All pupils will be able to explain with confidence their mathematical understanding through reasoning and problem solving leading to improved attainment and progress in maths	Children will be able to explain their understanding when presented with a reasoning question/problem, demonstrated through: Summative data that shows that children's scores in reasoning assessments are increasing. Formative assessment
All pupils will be able to write fluently and legibly with age-appropriate accuracy of spelling leading to improved attainment in writing and SPAG	All children will be able to write fluently at an age-appropriate standard, demonstrated through: Comparative judgement reports (no more marking) Summative assessment data Writing moderations Analysis of children's work/portfolios of writing End of EYFS/KS1/KS2 outcomes
Targeted Academic Support (<i>Structured interventions - small group tuition, one-to-one support</i>)	
The attainment gaps between disadvantaged pupils and their non-disadvantaged peers will be narrowed as a result of structured interventions based on evidence.	Children participating in interventions will make accelerated progress, demonstrated through: Baseline and end of intervention assessments
Wider Strategies (<i>issues which also require action such as low attendance, behaviour, parental engagement</i>)	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Children identified as vulnerable, due to social and emotional needs, receive high quality support both in and external of the classroom context.

	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
To improve parental engagement with school life and education for children who are disadvantaged	<p>All parents will be engaged in the life of school. Parents will regularly be offered access to support with education, pastoral support and parenting support, demonstrated by:</p> <p>Attendance at workshops offered</p> <p>Engagement with homework/reading at home</p> <p>Attendance at meetings E.g. residential/SATs etc.</p>
Barriers to learning created by poverty, family circumstance and background will be removed and these factors will not hinder developmental and learning equity for our children, in comparison with those from less deprived areas, due to first class enrichment and wider learning opportunities both in and out of school.	<p>Children will engage in wider opportunities, demonstrated through:</p> <p>Participation in KS2 brass band</p> <p>Participation in extra-curricular trips/residentials</p> <p>Attendance at after school clubs</p>
Disadvantaged children's attendance will be in line with non-disadvantaged children's attendance in school (often higher than national)	<p>Through the swift tackling of attendance issues, the use of EWO and pastoral support, attendance for non-disadvantaged children will be in line with non-disadvantaged and at least in line with national</p>

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For all pupils to receive high quality teaching in all subjects on a daily basis through a structured, iterative CPD programme that focuses on cognitive science and pedagogy.</p> <p>Funded leader time to plan and deliver CPD to teachers and teaching assistants and to rigorously monitor the impact of this on children's outcomes.</p>	<p><i>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</i></p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>EEF Teaching and Learning Toolkit:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Metacognition and self-regulated learning guidance report:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	All
<p>Further embed the reading scheme in school.</p> <p>Funded leadership time with a focus on MER for disadvantaged children throughout school</p> <p>Leadership time to support RWI funded.</p> <p>Work with the English Hub to evaluate practice and move forwards</p> <p>Funding for resources such as class readers/accelerated reader</p> <p>Funding for resources for RWi</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,4

<p>The new maths scheme will be fully embedded</p> <p>Funded leadership time (1 day per half term) to use MER approach to improve teaching and learning in maths throughout school.</p> <p>Purchasing resources to support practical maths development</p> <p>Leaders to engage with maths subject leader network in Doncaster</p> <p>Maths through stories approach embedded and books purchased</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	<p>1,2</p>
<p>Focus on quality of writing and grammar teaching and learning throughout school</p> <p>Funded leader time to ensure that:</p> <p>New grammar scheme introduced</p> <p>New spelling scheme embedded</p> <p>Focused MER leads to improved outcomes for all children</p>	<p><i>The EEF guidance is based on a range of the best evidence available:</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1,3</p>

<p>TAF for writing training</p> <p>Resources funded to improve vocab development throughout school</p> <p>Resources purchased to improve spelling and grammar knowledge throughout school – whole word approach to be introduced.</p>		
<p>Purchase of standardised diagnostic assessments.</p> <p>NTS tests purchased</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Funding for accelerated reader to embed further development of fluency and R4P in KS2</p>	<p>Accelerated reader was purchased and set up last year following evidence to suggest that pupil progress would accelerate.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial</p>	<p>1,4</p>
<p>Funding for Jigsaw to improve wellbeing of children throughout school</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Funding for Motional package & training for staff</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>6</p>

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>NELI interventions funded time for TAs to deliver</i></p>	<p>Early years interventions – EEF state moderate impact with gains of 5 months based on extensive evidence. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1</p>
<p>Structured interventions based on evidence.</p> <p>Fluency Project</p> <p>Phonics interventions in</p>	<p>Small group tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2, 3, 4</p>

<p>R, 1, 2 (Hotspotting)</p> <p>Lego Therapy</p> <p>Play for purpose</p> <p>Sensory Circuits</p> <p>20% of TA time to support implementation of these</p>		
<p><i>High quality teacher-led tuition outside of standard school hours</i></p> <p><i>School led tutoring to target children throughout school.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3,4</p>

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>

<p>and implement new procedures.</p> <p>Inclusion team developed with a focus on attendance and SEND.</p>		
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>
<p>New Inclusion team set up to tackle attendance, pastoral, parental engagement</p> <p>Family manager to lead and deliver Solihull Parenting Course</p>	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>5,6,7</p>
<p>Dedicated family manager/learning mentor to deliver specific interventions and support for those who need this.</p> <p>Drawing and Talking sessions</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5,6,7</p>
<p>Provision of wider curricula activities to ensure that our disadvantaged pupils have a wide range of experiences and clubs</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>All – the impact of wider experiences and the link between this and achievement in core curriculum subjects</p>

This will be done in conjunction with the Sports Premium plan		
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Total budgeted cost for the 2023/24 Academic Year: £72,000