

Pupil premium strategy statement – Bawtry Mayflower Primary School.

This statement details our school’s use of pupil 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	211 (including Nursery)
Proportion (%) of pupil premium eligible pupils	20.4% (43 Children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	September 2024 - August 2027.
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025 (1 st Year cycle).
Statement authorised by	Lisa Powell
Pupil premium lead	Hollie Ward
Governor / Trustee lead	Melissa Jarvis & Nicola McCue

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	

Part A: Pupil premium strategy plan

Statement of intent

The Government believes that the Pupil Premium funding, which is additional to the main school funding, is the best way to address inequalities between pupils in specific groups. Pupil Premium Funding is therefore used to tackle disadvantage in order to reach the pupils who need it most. The government awards the funding to help raise attainment for these pupils. National data shows that as a group nationally, pupils who have been eligible for FSMs at any point in time have consistently lower educational attainment than those who have never been eligible for FSMs. All schools are required to publish, on their websites, what the funding they have received and how the money is being spent. Each school may decide how best to use the funding and they are held accountable for how it has been used to support pupils from low income families.

At Bawtry Mayflower we are making provision for disadvantaged pupils; however, we also recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged will be registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support pupils or groups of pupils the school has identified as being disadvantaged.

At Bawtry Mayflower we strongly believe that it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference - whatever the context, or degree of challenge facing a school. We know this because there is compelling evidence which demonstrates that high quality teaching and leadership are vital in raising attainment. We also know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference to change their practice.

We recognise that disadvantaged pupils are not a homogenous group and employ targeted approaches for groups or individuals facing particular barriers to ensure the best possible learning outcomes for all. Whilst the pupil premium has focused many schools' attention on raising the attainment of low performing pupils, more able disadvantaged pupils are at risk of underachievement too.

At Bawtry Mayflower we wholeheartedly believe that ultimately the impact of pupil premium should lead to improved attainment for all disadvantaged pupils. However, important outcomes, which will lead to this might include – increased rates of progress, improved attendance, improving family engagement, developing skills and personal qualities whilst extending opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in Writing and SPaG
2	Attendance and Punctuality Issues
3	Increased numbers of pupils with Complex/Behavioural needs.
4	Social, emotional and Mental Health
5	Developing communication and language needs
6	Wider opportunities for PP children

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
The quality of teaching and learning is highly impactful in all classes, and pupils will have access to quality teaching on a daily basis.	100% of teaching is good or outstanding, which can be demonstrated by lesson observations/drop-ins, books that show that children are making progress in their learning across all subjects, and formative and summative data that show that all children make at least expected progress.
There is a culture of continuous improvement amongst all teaching and support staff based upon the most up-to-date research. High-quality professional development will be a part of ensuring equity for all pupils.	Teachers will use learning from CPD to plan and deliver high-quality teaching and learning across the curriculum, which can be demonstrated by engagement in discipline inquiry, attendance at CPD, and lesson drop-ins to show application of the learning from CPD into practice.
To improve writing and SPaG attainment throughout school (focusing on closing the gap for Pupil Premium children compared to non-pupil premium children).	For writing attainment to improve for all children. Data to meet or be above national average statistics. For Pupil Premium children's attainment and progress to be above or in line with non-Pupil Premium children. All children should be able to write fluently at an age-appropriate standard, including spelling, grammar, and punctuation, which can be demonstrated through comparative judgement reports, e.g., no more making, summative assessment data, writing moderation (school and Doncaster Council), analysis of children's work or portfolio of writing, and end of EYFS/KS1/KS2 outcomes.
To improve attendance and punctuality for Pupil Premium children.	For all children to have 97% attendance and arrive at school on time. The attendance gap is being reduced between non-pupil premium and pupil premium children (currently a 2% gap between disadvantaged and non-disadvantaged pupils). Disadvantaged pupils' attendance should be in line with National Averages for 2024/25.
The attainment gaps between disadvantaged pupils and non-disadvantaged peers will be narrowed as a result of	Children participating in interventions will make accelerated progress, which will be demonstrated through before-intervention baseline and end-of-intervention assessments, teacher/teaching assistant judgements, and the narrowing of

structured interventions based on evidence.	the gap of attainment between Disadvantaged Pupils and Non-Disadvantaged Pupils.
Support children’s social, emotional, and mental health needs (+ support for Complex and Behavioural needs).	<p>Continue to develop the school’s Mental Health offer, including pastoral support, With Me in Mind, Early Help, Solihull Parenting, links to the school nursing team, family engagement opportunities and pastoral and behavioural support.</p> <p>Children identified as vulnerable, due to social and emotional needs, receive high-quality support both in and out of the classroom context.</p> <p>Provide support for one-to-one and small group personalised provision (as well as family support where needed).</p> <p>This should be demonstrated by student voice, student and parent surveys, and teacher observations, as well as improvements in children’s social, emotional, and mental needs (use of the Motional program to support interventions and provide tailored support for those who need it).</p> <p>This should also include a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
To improve communication and language skills in Early Years (& across school).	To see a continued improvement in children’s language skills in EYFS. High-quality teaching, modelling, and interventions will provide children with opportunities to develop their Oracy skills, spoken language, and communication. Children should be able to use the correct phonetic sounds, use high-quality vocabulary, and have broad and balanced conversations.
To improve parental engagement within school life and education for children who are disadvantaged.	All parents will be engaged in the life of our school and its community. Parents will regularly be offered access to support within education, pastoral support, and parenting support. This can be demonstrated by attendance at workshop/inclusion mornings, engagement with home learning, engagement with parental support (Solihull/Early Help), and attendance at meetings such as SATs, residential, etc.
Barriers to learning created by poverty, family circumstances, and background will be removed, and these factors will not hinder development 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.	Children will engage in wider opportunities, which can be demonstrated through KS2 participation in musical instrument sessions, participation in extra-curricular activities, trips, residential, or experiences, and attendance of after-school clubs/wraparound care.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £52,789

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The quality of teaching and learning is highly impactful in all classes, and all pupils will have access to high-quality first teaching on a daily basis.</p> <p>Monitored through observations, drop-ins, book looks, child voice, peer assessment, TAFs in each subject area, and other MER strategies.</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>https://schoolleaders.thekeysupport.com/curriculum-and-learning/curriculum-guidance-all-phases/structuring-curriculum/high-quality-teaching-guidance-support-send/</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</p>	1, 4
<p>Funded leader time to plan and deliver CPD to teachers and teaching</p> <p>Assistants and to rigorously monitor the impact of this on children's outcomes.</p> <p>CPD is timetabled for Teachers and Teaching assistants to meet specific needs of the school.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-a-balanced-approach-to-professional-development</p> <p>https://educationendowmentfoundation.org.uk/news/new-eef-guide-to-effective-professional-development-in-the-early-years</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-invest-in-success-the-power-of-effective-professional-development</p>	1, 4, 5
<p>Develop speech, language, and communication skills in EYFS (&</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	5

<p>throughout school).</p> <p>Links to SEND/SALT where required.</p>	<p>https://educationendowmentfoundation.org.uk/early-years/literacy/developing-vocabulary-in-early-years-education</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</p>	
<p>Focus on the quality of writing and grammar teaching and learning throughout school.</p> <p>TAF for writing</p> <p>CPD on SPag & Writing</p> <p>Resources funded to improve vocabulary development throughout school.</p> <p>Improve spelling and grammar knowledge throughout school—year group spellings implemented, monitoring of SPaG across school (including NFER/NTS assessments). Focused MER leads to improved outcomes for all children—to focus on closing the gap for PP children.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-key-stage-1-literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/grammar-for-writing-effectiveness-trial</p> <p>https://educationendowmentfoundation.org.uk/news/speed-and-fluency-as-important-as-accuracy-for-good-writing</p>	1
<p>Funding for Motional package to support</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3, 4

wellbeing and Mental Health within school.	https://educationendowmentfoundation.org.uk/early-years/mental-health-wellbeing https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies https://educationendowmentfoundation.org.uk/news/teaching-children-self-awareness-of-their-feelings-and-actions-supports-early-development	
--	---	--

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

Budgeted cost: £10,652

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI interventions funded time for TAs to deliver	<p>Early years interventions – EEF state moderate impact with gains of 5 months based on extensive evidence.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-neli</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/early-years/evidence-store/communication-and-language https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	5
Structured interventions based on evidence. Fluency Project Phonics interventions in R, Y1, and Y2 (Hotspotting), Lego Therapy, Play for Purpose, and Sensory Circuits.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 3, 4, 5

20% of TA time to support the implementation of these.		
High-quality teacher-led tuition outside of standard school hours (focus on Y6 and Y2). School-led tutoring to target children throughout school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/effective-tutoring https://educationendowmentfoundation.org.uk/news/new-eef-guide-making-a-difference-with-effective-tutoring	1

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

Budgeted cost: £7,454

Activity	Evidence that supports this approach	Challenge number(s) addressed
School trips and experiences that have a focus on preparation for adulthood, e.g., keeping safe crossing roads, respectfulness of others, how to behave in pupil places, and care of other living things.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	
<p>Dedicated family manager to deliver specific interventions and support for those children and families who need it.</p> <p>Also support children who need referral to other services, e.g., WMIM.</p>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions <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> https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/early-years/mental-health-wellbeing	3, 4

<p>The inclusion team is set up to tackle attendance, pastoral care, and parental engagement.</p> <p>Attendance leads to analyse weekly attendance and arrange meetings to support disadvantaged families where the attendance is a concern.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-school-attendance-a-new-tool-for-reflection-and-planning</p> <p>https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</p> <p>https://educationendowmentfoundation.org.uk/news/department-for-education-launches-new-initiatives-to-tackle-attendance</p>	2
<p>Family manager to lead Solihull Parenting Course. (School to support parental engagement, SEND, pupil attendance, referrals for GDA's, and the wellbeing of parents).</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>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2, 3, 4
<p>Provision of wider curricular activities to ensure that our disadvantaged pupils have a wide range of experiences and clubs (This will be done in conjunction with the Sports Premium plan).</p> <p>Ensuring that all children have the same opportunities (Pupil Premium and SEND)—e.g., access to school events, trips, afterschool clubs, and curriculum by funding/part-funding</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	All – the impact of wider experiences and the link between this and achievement in core curriculum subjects

Total budgeted cost: £70,895

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment of disadvantaged children in Reading and Phonics

All staff who deliver RWI lessons are trained. Our Phonics lead observes and coaches all phonics teachers where needed, including giving them specific feedback. Book-banded books are well matched to ability. We encourage children to read at least 3 times a week at home, which is then celebrated within class (rewards are given to those who have fostered a love of reading and are reading 3 more times a week). Phonics groups are assessed and regrouped after every half term. However, these groups are reviewed and changed when required, based on individual children's needs. Phonics assessments are done in EYFS, Y1, and 2 (plus other children who are still accessing the RWI program). Phonics Screening assessments are completed throughout the year in preparation for testing in June.

Accelerated reader and Fluency groups have been established throughout school (mainly in KS2) to improve reading and fluency across school. High-quality tutoring has also been provided to those children who require it (end of KS1 and KS2 + other children based on teacher judgements).

During 2023/24, 78% of pupils (18/23) in Year 1 passed Phonics Screening. This was just 2% off the National Average for this year (the cohort of children differing from last year's, which has had a range of difficult circumstances, including changing of teachers at Easter half term). 75% of PP children (3/4) in Year 1 achieved Phonics screening (25% (1/4) missing scoring 25 out of 32). In Year 2, 50% of children (2/4) passed their Phonics Screening Resit. 100% of disadvantaged pupils passed (1/1).

In EYFS, 79% of children (15/19) achieved Early Learning Goals at the end of 2023/24. 75% of disadvantaged pupils (3/4) achieved ELGs, and 25% were Emerging.

There was no National Average from KS1 data in 2023/24 due to the end of compulsory standardised testing in 2022/23. KS1 results indicated that in Reading, 88% of children achieved the expected standard in 2023/24 (an improvement of 13% on last year). All GD scores were up from the previous year for Reading (12% in 2022/23 to 22% in 2023/24). Out of this, 75% of disadvantaged pupils (3/4) achieved EXS, and 25% (1/4) achieved WTS at the end of KS1.

In Year 2, 10 children attended teacher-led tuition sessions. 3 PP children were offered tutoring, but only 2 attended. Both PP children who attended went on to achieve Expected in all areas of the KS1 curriculum. The 1 child who didn't attend offered tutoring was given in-class intervention with T/TA, which was tailored to her needs; she went on to achieve Expected. Another PP child wasn't offered tutoring due to being below the tutoring target standard but received in-class support and interventions tailored to her needs and her own personal progression (outcomes were emerging, WTS or PKS). Tutoring for 2024/25 will take place closer to assessment time and will be targeted to children close to expected standard (interventions will be given to those who require it).

At the end of KS2 we can see that there has been a vast increase in progress this academic year. In Reading, 90% of children achieved the Expected standard; this gave us 16% above National data scores for the Expected Standard. 43% of the cohort achieved GDS in Reading. This shows the direct impact the embedding of reading has made on these children who started this 3 years previously (in Year 3).

Out of this, 75% of disadvantaged pupils (3/4) achieved EXS+ (25% GDS (1/4)) and 25% achieved WTS at the end of KS2 during 2023/24.

Attainment of disadvantaged children in Maths

In Maths, we have a well-established progression of skills from EYFS to Year 6. This includes using math through stories. Planning and teaching of Mathematics at Bawtry Mayflower is strong, and progression is shown in each year group. Our Maths lead has a passion for maths and drives this through school. She regularly observes, monitors, and supports the teaching of Maths throughout school. She offers support and guidance to those who require it and drives the passion of math. Arithmetic and Number of the Day have been a focus throughout school, which has improved our Arithmetic scores throughout school.

High-quality tutoring has also been provided to those children who require it (end of KS1 and KS2 + other children based on teacher judgements).

In EYFS, 79% of children (15/19) achieved Early Learning Goals at the end of 2023/24. 75% of disadvantaged pupils (3/4) achieved ELGs, and 25% were Emerging.

There was no National Average from KS1 data in 2023/24 due to the end of compulsory standardised testing in 2022/23. KS1 results indicated that in Maths, 88% of children achieved the expected standard (a raise of 4% compared to the previous year), and 22% of children achieved GDS in Math a 10% raise compared to the previous year). 75% of disadvantaged children (3/4) achieved the Expected standard for Maths and 25% (1/4) achieved WTS or below in 2023/24 at the end of KS1.

In Year 2, 10 children attended teacher-led tuition sessions. 3 PP children were offered tutoring, but only 2 attended. Both PP children who attended went on to achieve Expected in all areas of the KS1 curriculum. The 1 child who didn't attend was offered tutoring and was given in-class intervention with T/TA, which was tailored to her needs; she went on to achieve Expected. Another PP child wasn't offered tutoring due to being below the tutoring target standard, but received in-class support and interventions tailored to her needs and her own personal progression (outcomes were emerging, WTS or PKS). Tutoring for 2024/25 will take place closer to assessment time and will be targeted to children close to expected standards (interventions will be given to those who require it).

At the end of KS2 we can see that there has been a vast increase in progress this academic year. In Maths, 90% of the children achieved the Expected Standard at the end of KS2 (which is 17% above National data). 75% of disadvantaged children (3/4) achieved the Expected Standard for Maths and 25% (1/4) achieved WTS or below in 2023/24 at the end of KS2. This shows the direct impact of the embedding of maths over the last 3 years.

Attainment and progress of children in writing

In Writing, we have a well-established progression of skills from EYFS to Year 6, which is broken down into key steps for each key stage or year group. There is a clear writing sequence that has been successfully followed to plan well-structured and high-quality lessons for all children. Lesson planning activates prior knowledge of learning, develops skills of writing, implementation of those skills, modelling, use of independent writes, editing, and improving (including teacher assessment throughout). Our English lead is very passionate about her subject and driven by a love of writing throughout school. She continuously observes, monitors, and supports the teaching of writing within the school and provides feedback where required. This has helped improve writing throughout school but especially at the end of Key Stages. We have also attended CPD, which has focused on writing and SPaG (a continued focus for 2024/25 based on current attainment throughout school).

High-quality tutoring has also been provided to those children who require it (end of KS1 and KS2 + other children based on teacher judgements).

In EYFS, 79% of children (15/19) achieved Early Learning Goals at the end of 2023/24. 75% of disadvantaged pupils (3/4) achieved ELGs, and 25% were Emerging.

There was no National Average from KS1 data in 2023/24 due to the end of compulsory standardised testing in 2022/23. KS1 results indicated that in Writing, 72% of children achieved the expected standard (a raise of 9% on the previous year). However, a fall of 2% for GDs writing. 50% of disadvantaged pupils (2/4) achieved the Expected Standard for Writing, and 50% (2/4) achieved WTS or below. A focus for next year will be looking at how to improve writing further at expected standards (whole school focus on SPaG).

In Year 2, 10 children attended teacher-led tuition sessions. 3 PP children were offered tutoring, but only 2 attended. Both PP children who attended went on to achieve the Expected Standard in all areas of the KS1 curriculum. The 1 child who didn't attend offered tutoring was given in-class intervention with T/TA, which was tailored to her needs; she went on to achieve Expected. Another PP child wasn't offered tutoring due to being below the tutoring target standard but received in-class support and interventions tailored to her needs and her own personal progression (outcomes were emerging, WTS or PKS). Tutoring for 2024/25 will take place closer to assessment time and will be targeted to children close to expected standards (interventions will be given to those who require it).

At the end of KS2 we can see that there has been a vast increase in progress this academic year. In Writing, 86% of children achieved the Expected Standard (this is 14% above National data). 33% of children achieved GDs in Writing. This shows the direct impact of the school focus on writing.

75% of disadvantaged pupils (3/4) achieved EXS+ in writing (25% (1/4) of this was GDs), and 25% of disadvantaged pupils (1/4) achieved WTS or below. A focus for next year will be looking at how to continue to improve writing with a main focus on SPaG and GDs (based on recent assessments and disadvantage attainment gaps).

On the 12th December 2024, the final published data for the 2024 Key Stage 2 SATs was released by the DfE. We are delighted to share that our results in Summer place us in the Top 5 performing schools in Doncaster, but also in the Top 7% of schools in the country.

Wellbeing of children who are disadvantaged/Engagement of parents of children who are disadvantaged.

Our Family Manager has worked closely with all members of staff, members of the community, and the children and parents of our school. She continuously liaises with outside agencies to ensure all children's (and parents) needs are met and supported where possible (including those of staff too). She will consistently check, update, and manage CPOMs; she will then speak to relevant services if required and provide staff with resources that may help support or speak with parents/carers regarding any issue that has been raised. She has trained to be a Solihull teacher and implements these sessions for parents within our school community, which has had a direct impact on the behaviour and well-being of the children in our school. She is also a designated LAC teacher who supports children in our school who are currently looked after; this involves being included in Core Meetings regarding these children and supporting teachers/teaching assistants to support these children (this is also linked to Pupil Premium + that we receive for LAC children). She has also set up an 'open door' policy and 'drop-in sessions' where children, families, and the local community can come and speak to her or local services that we signpost to (such as WMIM, Early Help, the School Nursing Team, and SEND) to provide the support and guidance that a family may need. Family Manager has regular meetings with our Headteacher and members of SLT to discuss pastoral support, wellbeing, interventions, and behavioural needs. Displays around school promote children to discuss how they are feeling. The children can express their feelings (using a variety of provided methods, based on individual children) and use strategies to regulate themselves in order to access

learning. After-school and dinner-time clubs have been set up by children to offer a quiet space for vulnerable children to go (access for all children from EYFS-Y6). Our Family Manager also provides interventions such as Drawing & Talking (trauma threshold), Lego therapy, P4P, sensory circuit, and self-regulation. We also provide lunchtime clubs, workshops, assemblies, and family drop-ins to all children, as well as those we may individually require it. Throughout school, each child has chosen a 'Special Adult' whom they are able to speak to if they ever have any concerns or worries or just need time to talk (this is updated every half term to ensure each child has someone they can openly speak to). We also have a 'Class and Vulnerable List' that allows staff, SLT, and our family manager to support children who may need it within our class and ensure they have daily/weekly check-ins if needed. We support children's behaviour, provide Child Voice, seek SEND and Mental Health support, provide staff training based on the current need within school (e.g., Mental Health or Trauma), have access to Supervision, make referrals to relevant services, check in on families, pull all services together to provide a team-around-the-child approach, complete our school EPeeps (personal education plans), evaluate our current programs or services to see which is making progress or not, and provide new ones or updates when required. We also have our own SENDCO work tirelessly to support all pupils, including those disadvantaged, with SEND and SEMH needs throughout school. She also provides support, monitors, assesses, and implements new strategies to parents and the Bawtry Mayflower Team.

Attendance

Attendance Overall	2021-2022	2022-2023	2023-2024
Pupil Premium	92.2%	90.1%	93.3%
Whole School	93.6%	94.1%	95.3%

In 2023/24, attendance for disadvantaged pupils was 93.3%, which was a 2% difference between disadvantaged children's attendance and non-disadvantaged children.

Attendance for disadvantaged pupils was significantly stronger in 2023/24 compared with the previous 2 years. Out of the above groups, disadvantaged pupils had the largest increase in attendance compared to the previous year. This year has seen the introduction of HERO & MAYFLOWER rewards, which has successfully improved attendance for all pupils, including those who are disadvantaged. Regular meetings are set for the pastoral team to meet together and discuss concerns regarding attendance in school with a main focus on our disadvantaged children and how we can engage these families and encourage them to attend school (currently we have families attending breakfast club to ensure they're here on time).

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Motional	Motional- Emotional Well-being & Mental Health online.
Solihull	NHS
With Me in Mind	NHS

