



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 2023 - 2024

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 2024 - 2025, and how we intend to spend the funding in this academic year.

School overview

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

Part A: Review of outcomes in the previous academic year 2023 - 2024

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,693.33
Pupil premium funding carried forward from previous years	£5,724
Total budget for this academic year	£34,417.33

Pupil Premium Strategy Outcomes

Statutory Assessment Data Summary 2023 – 2024: Mayfield CE Primary School

Early Years Foundation Stage % achieving good level of development		
MAYFIELD	East Sussex	National
81%	69%	68%

Year 1 Phonic Screening % meeting the standard		
MAYFIELD	East Sussex	National
94%	79%	80%

Year 4 Multiplications Check /25			
Score	MAYFIELD	East Sussex	National
21-25	64%	64%	65%
Average	21	21	21

END OF KEY STAGE 2	RWM (Reading, Writing, Maths combined)		READING			WRITING (TA)		MATHS			GPS (Grammar, Punctuation & Spelling)		SCIENCE
	EX+	GDS	EX+	GDS	SS	EX+	GDS	EX+	GDS	SS	EX+	GDS	EX+
MAYFIELD	47%	0%	67%	30%	103	67%	3%	63%	10%	102	60%	10%	94%
East Sussex	58%	5%	73%	26%	105	71%	9%	70%	18%	103	64%	21%	80%
National	61%	8%	74%	29%	105	72%	13%	73%	24%	103	72%	32%	80%

Exp+ = scaled score of 100 or higher

GDS = scaled score at or above higher threshold in tested subjects (teacher assessed as GDS for writing)

SS = average (mean) scaled score across all pupils (pupils with no scaled score or N are discounted)

RWM = The pupil must have achieved the stated level of performance in all 3 subjects – reading, writing and maths

Specific Items

Item	Commitment from Pupil Premium Allocation	Commentary on progress and effectiveness
Quality of Teaching for All	<ul style="list-style-type: none"> English lead cover to monitor the quality of education and plan CPD for staff. £554.71 Music Specialist to support teaching and staff CPD £1561.64 Subscriptions to the following online resources: <ul style="list-style-type: none"> Libresoft White Rose Maths Times Tables Rockstars Jigsaw Twinkl Phonics Speech Link Language Link KAPOW Music £2,180.35 <p>Total Spent: £4,296.70</p>	<ul style="list-style-type: none"> The YR cohort made accelerated progress from their starting points with 81% achieving GLD (National 68%). Phonics: 94% of Y1 pupils passed the phonic screening (National 80%) and 75% of Y2 pupils passed the re-sit. End of KS2 outcomes dropped for this year's cohort, falling just below national outcomes (see table above). An area of strength was reading, with 30% achieving GDS. Monitoring showed improved sequencing of writing and a balance of genres being taught. Children demonstrated strong talk for writing and were engaged in lessons. 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. Non-music specialists were supported with their delivery of the music curriculum through the KAPOW Scheme and children benefitted from specialist teaching. 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. The Y4 Multiplication Tables Check outcomes were in line with national data – 64% achieved a score of 21+. 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.

Item	Commitment from Pupil Premium Allocation	Commentary on progress and effectiveness																																								
		<ul style="list-style-type: none"> Jigsaw – a preventative PSHE curriculum is in place, supporting children’s understanding of positive relationships and personal development. A Local Authority Safeguarding Review in July 2024 confirmed that the school had an effective preventative curriculum in place and children knew how to keep themselves safe. 																																								
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. Support from ESCC LA Ed. Psyche <p>Total Spent: £29, 628.70</p>	<table border="1" data-bbox="767 461 1481 898"> <thead> <tr> <th colspan="4">PPG Outcomes 2023-2024 (27 pupils)</th> </tr> <tr> <th colspan="4">44% of PPG pupils were also EAL, 15% 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>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Year 1</td> <td>100%</td> <td>100%</td> <td>50%</td> </tr> <tr> <td>Year 2</td> <td>86%</td> <td>29%</td> <td>85%</td> </tr> <tr> <td>Year 3</td> <td>80%</td> <td>80%</td> <td>80%</td> </tr> <tr> <td>Year4</td> <td>67%</td> <td>33%</td> <td>67%</td> </tr> <tr> <td>Year 5</td> <td>50%</td> <td>25%</td> <td>75%</td> </tr> <tr> <td>Year 6</td> <td>40%</td> <td>40%</td> <td>80%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Lower outcomes in writing across the school reflects non-PPG pupils. 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 2023-2024 (27 pupils)				44% of PPG pupils were also EAL, 15% were also SEND					Reading EXS+	Writing EXS+	Maths EXS+	Reception	100%	100%	100%	Year 1	100%	100%	50%	Year 2	86%	29%	85%	Year 3	80%	80%	80%	Year4	67%	33%	67%	Year 5	50%	25%	75%	Year 6	40%	40%	80%
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Year4	67%	33%	67%																																							
Year 5	50%	25%	75%																																							
Year 6	40%	40%	80%																																							
Other Approaches	<ul style="list-style-type: none"> Breakfast Club Swimming Ukelele Lessons Residential Visit Access to after school clubs School visits Homework support in school <p>Total Spent: £1541.25</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	£35,466.65																																									

Part B: Pupil Premium Strategy for 2024 – 2025

Funding Overview for 2024 – 2025

Detail	Data
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	31 (22.3%)
Academic Year	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Pupil Premium Lead	Miss Joanne Warren
Governor Lead	Mr Robert French

Detail	Amount
Pupil premium funding allocation this academic year	£33,547
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-£1,049
Total budget for this academic year	£32,498

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, writing and maths.
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: £4,352	
Activity	Implementation	Challenge number(s) addressed
<ul style="list-style-type: none"> • 6x days to monitor the quality of education as well as planning and delivering CPD for staff. £1,964 • Subscriptions to the following online resources: <ul style="list-style-type: none"> ▫ Libresoft ▫ White Rose Maths ▫ Times Table Rockstars ▫ Numbots ▫ Twinkl Phonics ▫ Speech & Language Link ▫ KAPOW Music ▫ KAPOW French ▫ Ed. Psych ▫ Makaton <p>£2,388</p>	<p>Libresoft – Library Catalogue System</p> <ul style="list-style-type: none"> • Maintaining 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, Times Table Rockstars and Numbots</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. • Numbots and Times Table Rockstars subscription to engage pupils in learning their addition/subtraction facts and times tables both at home and in school. • To continue to focus on pupils’ ability to fluently recall number facts. <p>KAPOW Music and French</p> <ul style="list-style-type: none"> • KAPOW music subscription supports non-specialist teachers to provide an engaging music and French curriculum for all pupils with the potential to inspire personal development. <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. 	<p style="text-align: center;">1</p> <p style="text-align: center;">Evidence that supports this approach</p> <p style="text-align: center;">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, 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. • Participation in the arts can have a positive impact on academic outcomes in other areas of the curriculum. (+3 months)

	<ul style="list-style-type: none"> Funding for English subject leadership time to monitor English and plan/deliver individual and whole staff CPD. 	
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Targeted Support		Budgeted cost: £23,717			
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. £9,677 Other interventions include: <ul style="list-style-type: none"> Speech/language support Sensory Circuits (£820) Jump Ahead PAT Reading Dog (£100) Nurture provision (£2,856) Counselling (£3,100) £6,070 Individual Pupil Resources £1,000 Ed. Psyche £1,700 10 x SENDCo days £3,273 10 days of cover for TA/teachers to review and set intervention targets. £3,306 	<ul style="list-style-type: none"> Qualified Teacher employed to carry out 1:1 or small group intervention addressing gaps in learning and providing quality feedback to pupils. (1 day Terms 1 & 2, 0.5 days Terms 3-6) Year 6 teacher to provide intervention to address gaps in learning and prepare for end of Key Stage Assessment. (15 weeks) 10 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 x2 mornings a week before school to support a calm approach to the school day and ensuring children are ready to learn. TA to carry out nurture support (ELSA) 7 hours per week for specific needs such as anxiety, developing friendships etc. The ELSA will also attend termly supervision with an Educational Psychologist. Counsellor available for 1 afternoon per week to support identified children with trauma, anxiety, family breakdown, bereavement etc. 	2, 3, 4			
				Evidence that supports this approach	
				EEF Teaching and Learning Toolkit provides evidence of the following impact: <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-management of emotions through specialised targeted programmes. 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: £3,120	
Activity	Implementation	Challenge number(s) addressed	

<ul style="list-style-type: none"> • Breakfast Club (720) • Swimming (£600) • Ukelele Lessons (£300) • Residential Visit (£500) • Access to after school clubs (£500) • School visits (£500) • 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 when required. • 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. 	<p style="text-align: center;">5</p> <p style="text-align: center;">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"> • 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)
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Total budgeted cost: £31,189 (additional funding if required will be allocated from the school budget)

**Miss Joanne Warren – Acting Executive Headteacher/Head of School
December 2024**