

Pupil premium strategy statement – Mayflower High School

School overview

Detail	Data
Number of pupils in school	1636
Proportion (%) of pupil premium eligible pupils	9.2% (150)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023 – July 2026
Date this statement was published	11/12/23
Date on which it will be reviewed	September 2024
Statement authorised by	Mr R Griffiths
Pupil premium lead	Mrs K Streek
Governor / Trustee lead	Mrs D Campbell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,788
Recovery premium funding allocation this academic year	£44, 653
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£171,441

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, experience success, happiness and opportunity whilst at Mayflower High School. The focus of our Pupil Premium strategy is to support disadvantaged and other vulnerable students to achieve this goal.

We will carefully consider the challenges faced by our students and ensure that the activities in place are clearly defined and responsive to the particular needs of individuals. There is ongoing analysis and assessment to ensure that priorities are properly diagnosed and the impact of any measures adopted are monitored.

We have taken a tiered approach to our Pupil Premium spending: high quality teaching, targeted academic support and supporting wider strategies. We will use our pupil premium funding in line with the 'menu of approaches' set by the Department for Education.

High Quality Teaching

At Mayflower High School, we aim to have excellent teaching in every classroom, for every child, every day. Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for disadvantaged and other vulnerable students. Investing in high quality teaching is our top priority for Pupil Premium spending and this will benefit all students at our school.

Targeted Academic Support

We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those students who are not making good progress. We will put in a range of targeted academic support including structured small-group interventions that link to classroom teaching and the curriculum.

Wider Strategies

Some students also face significant non-academic challenges such as attendance, behaviour, and social and emotional needs. This can have a negative impact on their progress and success. We want to address the wider barriers to learning and support individuals through a range of activities.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Attendance data over the last year (2022-23) indicates that attendance for disadvantaged students has been lower than for non-disadvantaged students.</p> <p>38% of disadvantaged students were persistently absent in 2022-23. Our assessments and dialogue with students indicate that absenteeism is negatively impacting disadvantaged students progress.</p>
2	<p>Literacy Skills</p> <p>Assessments show that the reading levels are generally lower for disadvantaged students compared to peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 this year, 17% were below expected standard in writing compared to 8% of their peers.</p> <p>In the previous year (current Year 8), 38% were below expected standard in writing compared to 15% of their peers.</p>
3	<p>Progress and Achievement</p> <p>The results show that the progress and attainment for disadvantaged students of all abilities was generally lower than their peers.</p> <p>The Progress 8 in 2023 for disadvantaged students (14) was -0.81 which was significantly lower than the whole cohort at -0.10.</p> <p>The APS for 2023 for disadvantaged students was 33 compared to the whole cohort at 50.1 .</p> <p>Only 43% achieved English & Maths at grade 4+ and 14% achieved English & Maths grade 5+.</p>
4	<p>Motivation and Engagement</p> <p>There is a lower participation level in clubs and extracurricular activities. Extra curricular opportunities are so valuable to all students to develop knowledge and skills beyond their experience. Some students may not have access to these opportunities due to a range of factors including the financial cost. We want to ensure that all disadvantaged students have the opportunity and encouragement to be involved in extracurricular activities.</p> <p>For example in 2022-3, there were only 2 disadvantaged students that took part in the Duke of Edinburgh scheme out of 72 students that took part.</p>
5	<p>Behaviour</p>

	<p>The data shows that there are higher levels of poor behaviour from disadvantaged students compared to peers. This is due to a range of factors including social/ emotional issues, lack of aspirations, engagement and the curriculum.</p> <p>For example, in the spring term last year 27% of disadvantaged students spent time in 10a compared to 4% of other students.</p> <p>There was a gap in achievement points and behaviour points issued in 2022-23 between disadvantaged students and their peers. For example in KS3, the average total achievement points was 113 for disadvantaged students compared to 144 for others. There was an average of 35 behaviour points for disadvantaged students compared to 29 for peers.</p>
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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
<p>1.Attendance To achieve and sustain improved attendance for all students , particularly our disadvantaged students.</p>	<p>By the end of our current plan, sustained improvement and high attendance for all students..</p> <p>This will be demonstrated by:</p> <p>The attendance gap between disadvantaged and non- disadvantaged peers to be reduced.</p> <p>The number of students with PA being reduced in all year groups.</p>
<p>2. Literacy Skills Improved reading and writing skills for all including our disadvantaged students.</p>	<p>Reading tests demonstrate an improvement in reading skills.</p> <p>Teachers should recognise the improvement in reading and writing skills through engagement in lessons and book scrutiny.</p>
<p>3.Progress and Attainment Improved progress and attainment among all disadvantaged students at the end of KS4 with a focus on Maths and English.</p>	<p>By the end of the current plan, the disadvantaged students will have achieved progress in line with their peers.</p>

	<p>The gap between disadvantaged and peers to be reduced for Attainment and students achieve in line with their FFT Targets (20).</p> <p>The progress and attainment will be monitored in all year groups termly. Intervention will be put in place to support individuals.</p>
<p>4.Motivation and Engagement To enhance participation and learning in activities beyond the classroom</p>	<p>Increased attendance at extracurricular activities and enrichment opportunities. Increased presence in student leadership groups. Increased attendance at intervention sessions for GCSE exams.</p>
<p>5.Behaviour To improve student behaviour through a range of strategies including training for staff, support for individuals and increasing aspirations for all students. To increase the flexibility of the pathways and curriculum that we provide to enhance the engagement of all students.</p>	<p>Student behaviour is improved in all year groups.</p> <p>This will be demonstrated by a reduction in school sanctions for disadvantaged students. There will also be an increase in rewards /achievement points issued and the gap reduced.</p> <p>Qualitative data and student surveys will show an improvement in behaviour, engagement and attitude.</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: £95,720.50

Activity	Evidence that supports this approach	Challenge number (s) addressed
Developing high quality teaching through regular and effective professional development for staff.	Evidence indicates that high quality teaching is the most powerful way for schools to improve student attainment, particularly for socio-economically disadvantaged students. Our school will focus on delivering excellent teaching in every class.	2,3,4 & 5

	<p>The professional development sessions will focus on building knowledge, motivating staff, developing teaching techniques and embedding practice.</p> <p>T&L Framework to be introduced that will be focused on 6 key elements (greeting, retrieve, sharing criteria, questioning, adaptive teaching, independent practice) and all teachers will be aware of key elements.</p> <p>There will also be regular professional development to provide strategies to support behaviour management in the classroom and to enhance consistency across the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Improving Disciplinary literacy is key for all students to enhance progress and engagement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school</p> <p>https://www.oup.com.cn/test/word-gap.pdf</p>	<p>2, 3</p>
<p>Increasing opportunities for reading for pleasure and within subjects (including Drop Everything and Read)</p>	<p>Developing reading comprehension techniques will have a positive impact for all students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2,3</p>
<p>Use of diagnostic tests to support teaching and learning.</p>	<p>Standardised tests can provide reliable insights into the strengths and weaknesses of each pupil to ensure they receive the correct additional support through interventions or teacher instruction.</p>	<p>2,3</p>

CATS - Year 7 and new entrants Introduce Reading Tests	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://support.gi-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/about-cat4/	
Recruitment and retention of staff	Staff will be motivated and supported in their role through the delivery of effective professional development and managing workload. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3

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

Budgeted cost: £41,320.20

Activity	Evidence that supports this approach	Challenge number (s) addressed
Targeted small group academic support in Key Stage Three to develop language, literacy and numeracy.	Small group support for students in which is matched to specific needs. Literacy and numeracy support for identified students in year 8 and year 9. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics	2,3
Intervention and resources to meet the specific needs of disadvantaged pupils with SEND	Disadvantaged students with SEND have the greatest need for excellent teaching and support. This will cover a wide range of strategies identified on the Student's passport including Curriculum Support or a special learning programme for an individual. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	2,3,5

<p>Teaching Assistant deployment and interventions</p>	<p>Teaching Assistants will be strategically deployed to ensure that priority students are supported.</p> <p>Priority for support in core subjects in addition Teaching Assistants support identified students in the lead up to PPEs and examinations through 1:1 and small group sessions before and after school to focus on key areas of the syllabus or misconceptions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2,3,5</p>
<p>One to One and small group tuition</p>	<p>Intensive individual and small group tuition will be put in place to support identified individuals. This will be linked to their learning in normal lessons. The impact of the tuition will be monitored.</p> <p>This includes small group maths tuition from a qualified teacher for students in all year groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2,3,5</p>
<p>Peer Tutoring</p> <ul style="list-style-type: none"> - KS3 Paired Reading 	<p>Paired reading will be further developed this year to support students in KS3.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	<p>2,3</p>

Wider Strategies (for example, related to attendance, behaviour and well being)

Budgeted cost: £34,288.00

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Attendance of students is monitored regularly by the Attendance Officer.</p> <p>Actions are put in place to support individuals based on identified areas of concern to improve attendance.</p>	<p>A range of approaches will be put in place to improve school attendance including supporting parents.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance</p>	1,3
Homework Club	<p>The after school 'Homework Club' takes place in the library after school on two days a week. The students are offered support and have access to computers to complete their homework.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	3,4
Behaviour Support Interventions	<p>Students with specific behavioural needs are supported with a range of approaches including external agencies. These include The Bridge, Behaviour and Learning Mentors, Evolve and CSS.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	3,5
Social and emotional learning (SEL) Interventions	<p>Students are supported with particular needs to enhance their learning, engagement and outcomes later in life. for example Social skills groups, Lunchtime clubs, and counselling.</p>	1,3,4,5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Mentoring	<p>Identified students to be linked with a mentor which may be an older peer or a member of staff. In general, the mentoring will aim to build confidence and relationship, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1,3,4 5
Support for extracurricular activities, including sport, outdoor activities, arts and culture. Support towards Educational Visits and Resources	<p>Extra curricular activities are an important part of learning. Students will be encouraged to participate and financial support will be offered if needed.</p> <p>Students will be offered funding towards subject resources such as revision guides and art Materials.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://assets.publishing.service.gov.uk/media/5fd0c3f28fa8f54d5c52dde4/ELS_what_works_paper.pdf</p>	3,4
Improved support for parents through workshops and positive communication.	<p>Parental engagement and support is key to improved academic outcomes and attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	1,2,3,4,5
Summer School	<p>Our summer school is aimed at supporting pupils at the transition from primary to secondary school with a focus on literacy and enrichment activities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	2,4

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022-2023 review

There were notable successes with the 2022-23 cohort with the first and third placed students for overall progress being Pupil Premium students, with progress scores of 3.79 and 2.84 respectively. There were however a number of students (33% of cohort) that had significant SEMH concerns and social care involvement. For these students their attendance at school was hampered by the difficulties they experienced. A wide range of interventions were put in place to support the students.

Summer Exam	Number of PP students	% Student with Social Care involvement	% Students with positive P8 Score	P8 score PP
2023	15/264	33	33	-0.81

It is important to draw attention to the fact that the cohorts vary from year to year and the data for 2020 and 2021 was based on Centre Assessed Grades. As an example of variations in cohorts, the number of students with social care involvement has been indicated.

Summer Exam	Number of PP students	% Students with Social Care involvement	% Students with positive P8 Score	P8 score PP
2019	20/235	10	30	-0.46
2020	24/239	13	29	-0.66
2021	25/239	4	48	-0.13
2022	30/267	10	46	-0.58

<u>Strategy/Intervention</u>	<u>Review</u>
1. Staff training	On-going training for all staff on how to support PP & disadvantaged students. PP coordinator was in regular contact with teaching and support staff to provide guidance on supporting disadvantaged students in the classroom.
2. Recruitment of Maths & English Teachers	In Year 10 and 11 there are 6 sets in each year half for Maths, with set 5 having smaller class numbers to offer more classroom support. There are also 6 English groups in each half year group
3. Homework club	Homework club ran throughout the year, after school, twice a week. Attendance was good from disadvantaged, SEND and PP students. This is managed by TA's.
4. Tutoring	School employed an external tutor to support PP & LAC students with Maths on a weekly basis. Mayflower employed one full time intervention mentor for small group and 1 to one tutoring for Maths. The school has also used school led tutoring for targeted students based on PP, ABSA and EAL
5. Bridge support	PP funding is used to facilitate the Bridge. This intervention is utilised by students struggling with specific lessons, mental health, and other needs impacting their school work. Interventions included breakfast club, 1 to 1 academic support, workshops for emotional regulation, behaviour, & confidence/esteem. The Bridge provided a 'safe place' for some of our vulnerable students before school, break & lunch.
6. GCSE Teacher mentoring	Mayflower utilised members of staff to support PP students in Year 11, through pastoral and/or academic mentoring.
7. GCSE Focus	All staff informed of a key group of vulnerable Year 11 students.

8. Year 7 maths intervention group	Year 7 set 4 students are taught in smaller groups to support the development of key skills
9. Paired reading	Students demonstrated a high level of progress last academic year and will continue for 23-24.
10. Subject specific equipment/resources provision funding	£6,957.46 spent on providing equipment, revision guides, text books and other relevant academic resources for all PP/Disadvantaged/LAC students.
11. Educational trips funding	Funding enabled students to access resources and trips without any stigma.
12. Attendance	Reward schemes were utilised to encourage attendance & punctuality, this included a free bacon roll or equivalent before school to prompt attendance and punctuality.
13. PP coordinator liaison with parents	<p>PP coordinator sent letters to all parents/carers of PP students. The letter detailed the support Mayflower can provide their child and contact information. It also gave information on how the PP funding will be spent.</p> <p>PP Coordinator made contact with parents/carers in order to build positive home/school relationships. This allowed the PP coordinator to understand each family's situation and then provide more personal support when needed.</p>
14. Summer School	Mayflower organised a 2 day summer school programme. 120 students attended during the event at the end of the summer holidays. The students experienced a variety of academic and enrichment activities lead by teaching staff. The event helped to smooth the transition from primary to secondary education by allowing familiarity of the school site, teaching staff and new friends.

Externally provided programmes

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

Programme	Provider
NTP	Protocol
Reading Programmes	Distar, Reading Fluency, Lexia
Mentoring	Evolve

Recovery Premium

The recovery funding for 22-23 was £20155.

The funding used to promote reading and the use of an Intervention TA. A focus for resources was linked to the school's focus on disciplinary literacy. The funding was used to resource Distar which is a reading programme as well as the Herts for Learning Reading Fluency Programme. This was in conjunction with Paired reading.

Additionally, we have used Lexia, a reading programme with Year 7 students based on reading and spelling score as well as SEND need.

Lexia: The school has a licence for students to access this programme in school and at home. Year 7 students were identified based on reading and spelling scores, as well as SEND need. The dyslexia centre uses this with their students. Students were set tasks to complete on Lexia during the school closures.

Tracking and Monitoring

As well as students identified based on reading ages, students were prioritised based on the following criteria:

1. 'Most Disadvantaged' (Social Worker involvement, including those students in Care or adopted from care)
2. SEND Needs
3. Social Emotional and Mental Health Concerns. (Those students not attending school regularly and/or attending school as part of a reintegration to school)

Intervention TA: The decision to allocate funding for an Intervention TA was based on the reasons below:

- To enable the TA to work with teachers in school more easily to address the needs of the students.
- To enable a close relationship to be established with the TA between the Pastoral team and SEND department to support Social, Emotional and Mental Health needs as well as Special Educational Needs and English as an Additional Language Needs (EAL).
- To support the students with continuity, with an identified member of staff. This is especially important for those students who are experiencing Anxiety Based School Avoidance.
- To enable the school to have the flexibility to meet the needs of students.

TAs Support: TAs have worked with students individually during registration periods to address areas of misunderstanding or to support students in the lead up to assessments.

Next Year:

Intervention TA: It is be planned to continue with an Intervention TA for the reasons stated above. In addition, the TA will provide valuable support for the 'Bridge'.

TAs Support: TAs will continue to work with students outside of the classroom, such as after school to support students with areas of misunderstanding and gaps in their knowledge. The funding will be used to fund the additional hours for TAs.

Lexia will continue.

Paired Reading: Paired reading for Year 7 will continue using students from Key Stage 4 as supporters.

IT equipment and upgrades: Laptops for students both in school and out of school.