

Mayflower High School Pupil Premium Strategy Statement, Report & Review (2019-2022)

The core aim of Mayflower High School is to maximise success and opportunity, well-being and achievement in order to deliver outstanding provision for all within a culture of equality, understanding and mutual respect and to prepare our students for their roles as global citizens of the future.

The Pupil Premium grant is allocated to schools to work with students who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'), Looked After Children and children adopted from care or who have left care. The funding is not ring-fenced per student and can be used for initiatives that include, but are not limited to, pupil premium students. The funding is available for students in Year 7 to 11.

1. Summary information					
Academic Year	2019/20	Total PP budget	£119582	Date of most recent PP Review (Internal)	March 2019
Total number of students	1556	Number of students eligible for PP (%)	139 (8.9%)	Date for next internal review of this strategy	Autumn Term 2019

2. Outcomes 2019-20			
	Whole cohort		PP
Number of students	236		17
Key Stage 2 Fine APS	30		28
Year 11	Whole Cohort	PP	National Results (2017-18)
Attainment 8 score	48.8	35.4	46.5
Progress 8 Score	+0.04	-0.8	-0.02 -0.44 PP students
English and Maths 5+ (%)	46	24	43
Entering EBacc (%)	63	53	38

3. Barriers to future attainment (for students eligible for PP)	
In-school barriers	
A.	Literacy skills on entry to Year 7 are slightly lower for the majority of students eligible for PP than other students, which is a challenge for them from making good progress throughout their years at Mayflower High School. The biggest challenge is at Key Stage 4 due to the increase rigour of the GCSE specifications.
B.	Maths skills on entry to Year 7 are slightly lower for the majority of students eligible for PP than other students, which is a challenge for them from making good progress throughout their years at Mayflower High School. The biggest challenge is at Key Stage 4 due to the increase rigour of the GCSE specifications
C.	High proportion of Pupil Premium students are also identified with SEND. 23% of PP students have been identified with SEND.
D.	Challenging behaviour from some Pupil Premium students. Higher proportions of PP students are referred to the Bridge or are issued with behaviour sanctions, than non PP students.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance of disadvantaged students is lower than their peers – 2018/19 Average attendance for PP students was 90%, 33 PP students were identified as having persistence absence with an average attendance of 76%– thus affecting their learning hours in school, causing them to fall behind their peers.
F.	Poor parental engagement for some PP students –non-attendance at curriculum evenings and Parents Evenings.

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	High levels of progress in literacy for all students eligible for PP and equality of progress with all students.	Students eligible for PP in Year 7 make equal progress to others in English, Students make at least expected progress in English by the end of year 11 as evidenced in GCSE outcomes and Progress 8 scores.
B.	High levels of progress in numeracy for all students eligible for PP and equality of progress with all students.	Students eligible for PP in Year 7 make equal progress to others in maths throughout year 7, 8 and 9. Students make at least expected progress in Maths by the end of year 11 as evidenced in GCSE outcomes and Progress 8 scores.
C.	PP and SEN students receive the support they need to engage and progress positively. AHT: Inclusion to ensure correct support is in place and identify 1:1 tuition.	PP / SEN students engage and progress positively.
D.	Improved behaviour from PP students leading to fewer Fixed Term Exclusions, fewer periods in Isolation and fewer detentions. Fixed Term Exclusions, Isolation & Bridge data to be analysed to track student behaviour as well as SIMs data. Wellbeing provision for PP students ensures that student access to appropriate support, referrals to external agencies, alternative curriculum provision and home liaison/intervention is timely and conducive to improving the educational experience of those in need.	PP students are supported to manage behaviour more positively and reduction in referral to behaviour sanctions and Fixed Term Exclusions
E.	PP students achieve improved levels of attendance and there are fewer PP students who are Persistent Absentees. Close intervention and monitoring from Attendance Officer with lower thresholds for intervention for PP students.	Reduce the number of persistent absentees (PA) among PP students. Overall attendance among PP students improves to 95% in line with 'other' students.
F.	Staff actively promote better relationships with parents of PP students to improve engagement. Contact from PP coordinator with PP parents before Parents Evening to encourage attendance. PP students involved in Structured Mentoring which includes parental meetings in school.	Parents of PP students become more involved with their children's education and empowered to work with school to support engagement and progress.

5. Planned expenditure

Academic year

2019- 2020

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. High levels of progress in literacy for all students eligible for PP and equality of progress with all students.	Tracking and identification of PP students not making expected progress. Rigorous analysis of their learning gaps and misconceptions, targeting these with well-chosen tasks and interventions, followed up with testing to ensure the gaps are closed.	Early intervention will lead to greater overall progress	After each report cycle teachers in English to identify underperformance for PP students and to put in place actions to support the student. This will be monitored by PP coordinator and Head of English and leads Key Stage 3&4 for English	PP coordinator KS3&4 English leads & Head of Faculty AHT Inclusion	January 2020, April 2020 and July 2020.
	Implement strategies to support literacy/reading/ oracy skills and speed for Pupil Premium Students in Year 7	Early intervention will lead to greater overall progress	Programmes are in place and pre and post intervention assessments are undertaken reading age/reading speed Regular monitoring reports to Senior Leadership Team	PP coordinator Literacy Coordinator AHT Inclusion	January 2020, April 2020 and July 2020.
B. High levels of progress in numeracy for all students eligible for PP and equality of progress with all students.	Tracking and identification of PP students not making expected progress. Rigorous analysis of their learning gaps and misconceptions, targeting these with well-chosen tasks and interventions, followed up with testing to ensure the gaps are closed.	Early intervention will lead to greater overall progress	After each report cycle teachers in Maths to identify underperformance for PP students and to put in place actions to support the student. This will be monitored by PP coordinator and Head of Maths	PP coordinator & Head of Faculty AHT Inclusion	January 2020, April 2020 and July 2020.

	<p>Within each year group in maths the students are set and an additional Maths teacher is employed this allows for smaller group sizes especially in the lower ability classes. These are typically smaller than 20 pupils.</p>	<p>Smaller class sizes allow for more intervention in lessons for all student not making expected progress</p>	<p>After each report cycle teachers in Maths to identify underperformance for PP students. Book scrutiny of PP students to monitor marking and feedback.</p>	<p>Class teacher PP coordinator & Head of Faculty AHT Inclusion</p>	<p>January 2020, April 2020 and July 2020.</p>
<p>A & B. Ensure all PP students are known by teachers and that they are supported to make good progress.</p>	<p>Heads of subject to provide evidence of tracking and monitoring of PP students. Support for PP students in lessons (meta-cognition, learner behaviours, feedback ...). Use of best practice as observed in Autumn 2018 and Spring 2019 PP reviews.</p>	<p>Early intervention will lead to greater overall progress</p>	<p>Data from reports to be made available to Heads of Subject at key points. PP Coordinator to keep PP students high profile for staff – staff briefings, staff meetings. Remind staff of strategies to support students.</p>	<p>PP Coordinator Head of Subjects AHT: Inclusion</p>	<p>Each term</p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. High levels of progress in literacy for all students eligible for PP and equality of progress with all students.	Literacy booster withdrawal sessions	Students are selected dependant on progress and timetabling for 1:1/1:2 once a week for a 10 week block to address areas of difficulty	Observation of 1:1 sessions. Tracking of student progress in report data	PP coordinator Class teacher 1:1 tutor	July 2020
B. High levels of progress in numeracy for all students eligible for PP and equality of progress with all students.	Numeracy booster withdrawal sessions	Students are selected dependant on progress and timetabling for 1:1/1:2 once a week for a 10 week block to address areas of difficulty	Observation of 1:1 sessions. Tracking of student progress in report data	PP coordinator Class teacher 1:1 tutor	July 2020
C. To support targeted PP students in years 7-11 as well as other students in ensuring homework is completed.	Homework club	Positive impact of homework club in previous years – positive comments from parents, staff and students.	Monitoring of attendance records and student behaviour. Feedback from TAs managing homework club.	PP Coordinator	July 2020

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. Increased attendance rates for students eligible for PP	Students to have high levels of attendance and are punctual Pupil Premium Co-ordinator/ Attendance Office to implement strategies as identified by Pupil Premium Co-ordinator/ Attendance Officer/AHT Inclusion	Attendance of disadvantaged students is lower than their peers –thus affecting their learning hours in school and can cause them to fall behind.	Disadvantaged students/parents/ carer to identify link member of staff Personalised attendance plans Investigate rewards/incentives for attendance and implement. Attendance levels for Year 11PP students will be reviewed regularly at SLT meetings.	Pupil Premium Co-ordinator Attendance Officer AHT: Inclusion	January 2020, April 2020 and July 2020.
F. To help PP students make successful transition from primary schools to Mayflower High School.	High profile of PP students in transition arrangements – sharing of information. PP Summer School activities offered to all.	Experience shows that PP students have benefited from PP Summer Schools in terms of confidence and familiarity with school / staff.	Pupil Premium Co-ordinator to liaise with Year Manager to identify students and to plan staff activities	Pupil Premium Co-ordinator	Summer Holiday
D. To promote involvement in extra-curricular activities and wider life of the school and ensure that PP students are at least proportionately represented in all activities, trips and roles.	Use of 'Learning Credits'. Funds made available to support with trips, DOE, music lessons etc. Additional for CIC and previously looked after Children made available when required for activities including music tuition.	Learning Credits enable students to access resources and trips with any stigma.	Pupil Premium Co-ordinator to monitor spending of learning credits with accounts department and allocate allowance each term dependant on behaviour and attendance.	Pupil Premium Co-ordinator	Each term

Review of 2020-2021

The strategy plan for 2020-21 was significantly hampered and needed to be revised to meet the demands of the students. The pupil premium funding and allocation of resources from the government ensured that the disadvantaged students had digital access during the school closures caused by the COVID 19 health crisis. Additional resources such as Art packs, paper, pens and printouts were provided to ensure access to online learning.

Identified PP students in year 11 who did not engage fully with our online learning were requested to attend a mentoring session to focus on future aspirations, short term and long term goals, barriers to learning, barriers to online learning, organisation and motivation. This was to aid their academic recovery as well as to address gaps in understanding and knowledge.

All PP students were given access to in school provision during school closures and identified students were targeted for support.

The school's analysis of the GCSE results shows that students' achievements were not in line with their peers, however the difference in their performance to the cohort was less than in previous years.

Disadvantaged student progress in English was broadly in line with the cohorts in each year group but as identified literacy skills are an area of focus in the year ahead.

Progress of disadvantaged students and SEND was wider in Maths and again this will be an area of focus.

It is also noted that the attendance of disadvantaged students was impacted more significantly by the COVID 19 health crisis than their peers

Recovery/COVID catch up funding for 2020-21

The catch up budget for 20/21 was £118777. The government announced that this funding can be carried forward to the 201/22 financial year. It is felt that one to one support and the national tutoring programme access for identified students will be beneficial in the year 21/22

Pastoral Support	42,000
One to One tutor	12,045

National Tutor Programme		5,000
IT Equipment & Upgrades		35,000
		94,045
2021/22	Carry Forward	24,732
One to One & NTP		24,732

The IT equipment and upgrades include: Laptops for students both in school and out of school. Also the introduction of Google classrooms and further much needed equipment upgrades.

The pastoral support enabled the bridge to continue through the year 20/21

Intervention TA has been employed by the school for the year. She was employed full time for 2 terms and then 2 days per week since, working with individuals as well as small groups.

TAs claimed for additional hours for extra support for students attending catch Up sessions.

National Tutoring Programme (NTP).

The school enrolled Year 10 students in The National Tutoring Programme.

Additionally we have used Lexia, a reading programme with Year 7 students based on reading and spelling score as well as SEND need. As well MyMaths, for students in years 7 & 8 based on assessments and SEND need.

The school also took advantage of the free use of Tassomai, from our PiXL membership, which has been made available to Year 10 students. This has been in conjunction with the Yr 10 Intervention and Recovery Programme that ran last half term, once a week during tutor time.

Identification of Students for additional support

Students were identified based on several 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)

Tracking and Monitoring

A significant number of the students identified have a number of agencies or professionals involved in their education and care. As a result the students' progress is monitored in the regular professionals meetings such as Team Around the Family (TAF) reviews, Child in Need (CIN) reviews, Personal Education Plans (PEP), Looked After Child (LAC) reviews or through reviews of attendance and progress involving students supported by Educational Access.

Students have also been tracked through the Student Progress Meetings.

The interventions for individual students needed to be revised several times due to the school closures and the requirement for students to self-isolate.