

Pupil premium strategy statement, report & review (2021-2024)

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. The strategy plan will take place over a 3 year period.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

An area of focus is the attendance of disadvantaged students. The School will also focus on literacy and numeracy skill development for all students.

School overview

Detail	Data
School name	Mayflower High School
Number of pupils in school	1342 - excl. 6th Form
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	1/10/2021
Date on which it will be reviewed	22/04/2022
Statement authorised by	Mr R Griffiths
Pupil premium lead	Miss L Jones
Governor / Trustee lead	Mrs Whitworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,750
Recovery premium funding allocation this academic year	£20,155
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£152,900

Part A: Pupil premium strategy plan

Statement of intent

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.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged students is lower than their peers – Average attendance for PP students is 86% compared with 93% for their peers. 33 PP students were identified as having persistent absence, under 95%. This equates to 25% of PP students. Thus affecting their learning hours in school, causing them to fall behind their peers.
2	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 increased rigour and content of the GCSE specifications.
3	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
4	High proportion of Pupil Premium students are also identified with SEND. 30% of PP students have been identified with SEND.
5	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.
6	Pupil Premium and disadvantaged students are less represented as a group compared with others in extra-curricular activities, wider life of the school and trips.

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
1 .PP students achieve improved levels of attendance and there are fewer PP students who are Persistent Absentees. Close intervention and monitoring from the 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 be in line with their peers. To be reviewed termly.
2. 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.
3. 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.
4. PP students with SEN students receive the support they need to engage and progress positively. AHT: Student Welfare and PP Coordinator to ensure correct support is in place and identify 1:1 tuition.	PP / SEN students engage and progress positively. Student to achieve in-line with expected attainment by end of year.
5. Improved behaviour from PP students leading to fewer Fixed Term Exclusions, fewer periods in inclusion and fewer detentions. 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. Staff promote positive relationships with parents of PP students to improve engagement. PP students involved in Structured Mentoring which includes parental meetings in school.	PP students are supported to manage behaviour more positively and reduction in referrals to behaviour sanctions. Reduction in behaviour sanctions to increase time in lessons and therefore for students to be in line with expected progress. Parents of PP students become empowered to work with school to support engagement and progress. To be reviewed termly through SIMS, bridge and 10a data.

6. 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.	PP students are proportionately represented in all activities, trips and roles in school.
--	---

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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training	Training on areas such as 'Disadvantaged pupils' and 'Trauma and resilience' provides awareness, and enables teachers and support staff to better understand impacts of different backgrounds of students, leading to enhanced support and personalised strategies.	1, 2, 3, & 4, 5
Recruitment of Maths, English and Science teachers to allow smaller class sizes	Smaller classes impact upon learning when the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption. EEF Toolkit	2 & 3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework club	Positive impact of homework club in previous years – positive comments from parents, staff and students. Extending School time EEF ToolKit	2,3 &4
1 to 1 Tutoring	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. EEF Toolkit	2 & 3
Bridge support	Social and emotional learning	1 & 5

	approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes. Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. EEF Toolkit	
GCSE Teacher mentoring	The impact of mentoring varies but, on average, it is likely to provide two additional months' positive impact on attainment. EEF Toolkit	2, 3, 4 & 5
GCSE Focus groups	Positive impact in previous years – student comments on GCSE preparation	1, 2, 3 & 4
Year 7 Maths focus group intervention	Early intervention will lead to greater overall progress	3
Paired Reading/Lexia	Peer tutoring EEF Toolkit	2
Subject equipment/resources provision funding	Funding enables students to access resources and trips without any stigma.	1, 2, 3,
Educational trip funding	Funding enables students to access resources and trips without any stigma.	1 & 6

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

Budgeted cost: £15,000 + £24,732 (rolled over)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bridge support	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes.	1 & 5
Personalised attendance plans	Attendance of disadvantaged students is lower than their peers – thus affecting their learning hours in school and can cause them to fall behind. Prior personalised plans have shown positive outcomes on attendance.	1 & 5
PP coordinator liaison with parents	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also	6

	higher impacts for pupils with low prior attainment.	
Summer School	On average, evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school.	1, 2, 6
Teaching and Learning Communities	The school is implementing Teaching and Learning Communities as part of Staff CPD. The focus of this is on feedback to students. Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. EEF Toolkit	2 & 3
NTP Tutoring	One to one tutoring online EEF Toolkit	2& 3
Intervention TA	Mentoring, One to One Tuition and small group tuition	1,2,3 & 4

Total budgeted cost: £139,732

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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.

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	SP Tutors
Reading Programme	Lexia