

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 D Campbell

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.
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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.

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	2022 review
1. 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	Training continuing as and when opportunities arise. PP coordinator in regular communication with school staff on updates and support strategies.
2. 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	5 sets for all year groups. Set 4 & 5 are smaller classes.
3. 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	Home club has commenced. It runs twice per week. Overtime paid to TAs to run the club. It is well attended by PP, LAC and SEND students.
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	1 to 1 tutoring in place for all under target SEND/PP/LAC students for Maths & English. 1 to 1 tutoring for Yr 11 LAC student in Science.
5. Bridge support	Social and emotional learning 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	1 & 5	The bridge supported our disadvantaged students, addressing numerous issues. The Bridge provides a 'safe place' for some of our vulnerable students before school (breakfast), break & lunch.

			The team provided support through behaviour, social skills, esteem/confidence & emotional regulation workshops.
Activity	Evidence that supports this approach	Challenge number(s) addressed	2022 review
6. 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	Teachers & 6 th form mentoring in place for 10 PP students in Year 11. Meeting either weekly or fortnightly. Focus on examination preparation, revision, academic support, homework, attendance and other barriers to learning.
7. GCSE Focus groups	Positive impact in previous years – student comments on GCSE preparation	1, 2, 3 & 4	Implemented for targeted students based on most recent report data
8. Year 7 Maths focus group intervention	Early intervention will lead to greater overall progress	3	Year 7 set 4 students are taught in smaller groups to support the development of key skills
9. Paired Reading/Lexia	Peer tutoring EEF Toolkit	2	Students demonstrated a high level of progress last academic year and will continue for 22-23.
10. Subject equipment/resources provision funding	Funding enables students to access resources and trips without any stigma.	1, 2, 3,	£6,957.46 spent on providing equipment, revision guides, text books and other relevant academic resources for all PP/Disadvantaged/LAC students.
11. Educational trip funding	Funding enables students to access resources and trips without any stigma.	1 & 6	The school funded all GCSE English, Geography & ICT trips in year 10 & 11.
12. Attendance	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	Attendance initiative launched for the second half of the autumn term 22. Those achieving 95% attendance will receive an additional reward. Initial data shows positive increase in attendance for those who took part in the

			reward scheme. 85% maintained or increased attendance. 15% decreased. PP students in 2 nd half of Autumn term: 86 students maintained or increased attendance. 25 students declined.
Activity	Evidence that supports this approach	Challenge number(s) addressed	2022 review
13. 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 higher impacts for pupils with low prior attainment.	6	PP coordinator has written to all PP students outlining the support available to students.
14. 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	Summer school was a great success. 120 students attended a 2 day programme. The event allowed students to feel more confident for the start of year 7.
15. Intervention TA	Mentoring, One to One Tuition and small group tuition	1,2,3 & 4	Mayflower employed one full time intervention mentor for small group and 1 to one tutoring for Maths & English. We also employed 2 part-time Maths & English tutors to work with SEND, PP, and disadvantaged students.

Total budgeted cost: £139,732

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

<u>2021-2022 review</u>	
<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. PP coordinator attended regular workshops covering a variety of areas including Trauma, Attendance, and Attachment through Essex County Council training for designated teachers and disadvantaged champions.
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. 1 to 1 tutoring	School employed 2 external tutors to support PP & LAC students with Maths and English on a weekly basis. Mayflower employed one full time intervention mentor for small group and 1 to one tutoring for Maths & English.
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 (breakfast), break & lunch.
6. GCSE Teacher mentoring	Mayflower utilised 10 members of staff to support PP students in Year 11, through pastoral and/or academic mentoring, once a week.
7. GCSE Focus	All staff informed of a key group of vulnerable Year 11 students. These students received the Focus 5 intervention. Staff instructed on how the strategy works and how to utilise it. The strategy supported students in the lead up to the GCSE examinations.
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 22-23.
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. Students with PA issues were identified through meeting with SLT, those students were targeted using a reward intervention for improvement in their attendance in the Summer term. Sept – Christmas: 85 PP students maintained or improved attendance. 25 declined. Reward scheme participants: 85% maintained or improved attendance. 15% decreased.
13. PP coordinator liaison with parents	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. 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.
14. Summer School	PP coordinator 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.
15. Intervention TA	Mayflower employed a fulltime intervention teaching assistant. The TA worked with small groups, pairs or individual students in year 10 & 11 to support them in specific subject areas.

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
Mentoring	Evolve

Pupil Premium P8 Scores

Summer Exam	Number of PP students	% Students with Social Care involvement	% Students with positive P8 Score	P8 score PP
2018	4/235	0	25	-0.29
2019	20/235	10	30	-0.46
2020	24/239	13	29	-0.66
2021	25/239	4	48	-0.13

The data reflects that there was an improvement in the P8 score for PP students in 2021. However, 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.

The data for the Year 2022 below and should be compared to the results for 2019 when students last sat exams.

Summer Exam	Number of PP students	% Student with Social Care involvement	% Students with positive P8 Score	P8 score PP
2022	30/267	10	46	-0.58
2023	16/264	31		