

Pupil premium strategy statement

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.

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.

School overview

Detail	Data
School name	Bawtry Mayflower Primary School
Number of pupils in school	246 including 15 Nursery children
Proportion (%) of pupil premium eligible pupils	42 children 17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 (Post Covid)
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	SLT
Pupil premium lead	Jessica Ronan
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56280
Recovery premium funding allocation this academic year	£5220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9253.33
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	£70,753.33

Part A: Pupil premium strategy plan

Statement of intent

At Bawtry Mayflower Primary School we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to have equal opportunities, aspire to reach their goals through achievements and success. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives for our disadvantage children are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Ensure all pupils are able to explain with confidence their mathematical understanding through reasoning and problem solving.
- Access a wide range of opportunities and experiences to develop their knowledge and understanding of the world around them.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 support and Pre and Post teaching.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	Maths attainment for children in receipt of PP funding.
2	Reading attainment for children in receipt of PP funding.
3	Progress and attainment of pupils in receipt of PP funding.
4	Depth across the curriculum.
5	Wider opportunities and life experiences.

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
Improved maths results across school as a result of more focus being given to the teaching of and opportunities for reasoning.	Attainment and progress of children in maths will have improved.
Improved reading results across school as a result of embedding new approaches to teaching reading across school.	Attainment and progress of children in reading will have improved.
Improved attainment for those eligible for PP across school.	Across school the difference is diminished between PP and non-PP.
Depth of knowledge across the wider curriculum.	Childrens understanding of key concepts across the wider curriculum will be developed.
A wide range of opportunities and life skills / experiences are delivered.	Children have high aspirations and determined attitudes.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Internal CPD 	High quality teaching and learning has the greatest impact on the attainment and progress of children. (EEF)	1 2 3
<ul style="list-style-type: none"> Specific CPD around the development, intent, implementation and impact of the curriculum. 	Collaborative learning shows moderate impact for a low cost with 5 months gains. (EEF) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/	4
<ul style="list-style-type: none"> Specific CPD around memory and metacognition. 	Metacognition and self-regulation has high impact for very low cost +7 months gains (EEF) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/	1 2 3
<ul style="list-style-type: none"> Time for teachers to reflect on the impact and develop the progression if skills documents. Time for teachers to work in phases to evaluate the use and impact of the concept organisers. 	Collaborative learning shows moderate impact for a low cost with 5 months gains. (EEF) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/ Mastery learning has moderate impact for very low cost with + 5 month gains (EEF) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/	4
<ul style="list-style-type: none"> Continue to embed the new approach to teaching reading through school. 	Teaching reading comprehension strategies has moderate impact for very low cost + 5 months gains (EEF) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/	2

<ul style="list-style-type: none"> Accelerated reader programme to be developed throughout. 		
<ul style="list-style-type: none"> NFER assessments. Moderation. NFER assessments resources – MAZE. 	<p>Effective feedback has high impact for very low cost with 8 month + gains (EEF)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p>	1 2
<ul style="list-style-type: none"> Time for all staff – disciplined enquiry approach. 	<p>Collaborative learning shows moderate impact for a low cost with 5 months gains. (EEF)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</p>	
<ul style="list-style-type: none"> LP – release time for the fluency reading project and Accelerated reader. 10% BP salary. 10% CD salary. 		1 2
<ul style="list-style-type: none"> Sharing good practise – SPP project, visiting (Remotely / TEAMS) other schools. 	<p>Collaborative learning shows moderate impact for a low cost with 5 months gains. (EEF)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</p>	3

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> RWI 	Internal evaluation and assessment of evidence based intervention; RWI hot spotting show that children within these groups make accelerated progress.	2
<ul style="list-style-type: none"> Assessment resources NFER 		1 2 3
<ul style="list-style-type: none"> Pre and Post teach 	Metacognition and self-regulation has high impact for very low cost +7 months gains (EEF) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/	1 2 3 4
<ul style="list-style-type: none"> Reading fluency intervention HR embedding reading fluency intervention 	Reading comprehension strategies-EEF moderate impact for very low cost based on extensive evidence + 5 months gains (EEF) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/	2
<ul style="list-style-type: none"> Accelerated reader project 		2
<ul style="list-style-type: none"> Additional reading sessions 		2
<ul style="list-style-type: none"> Reading resources – key texts studied. 		2
<ul style="list-style-type: none"> Maths with parents 		1
<ul style="list-style-type: none"> Re-organisation of TA time to meet needs of pupils 	The EEF toolkit states that targeted interventions matched to specific students' needs can be highly effective.	3
<ul style="list-style-type: none"> 1:1 targeted support for pupils in need 	The EEF toolkit states that targeted interventions matched to specific students' needs can be highly effective.	3

<ul style="list-style-type: none"> JR – Pupil premium days 		3
<ul style="list-style-type: none"> TA time to work with children in receipt of PP funding 	The EEF toolkit states that targeted interventions matched to specific students' needs can be highly effective.	3
<ul style="list-style-type: none"> Nuffield early language intervention. 	Early years interventions – EEF state moderate impact with gains of 5 months based on extensive evidence. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/	2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded trips and residentials	EEF state a moderate impact for outdoor learning with gains of 3 months. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/	5
Swimming lessons and resources		5
Music tuition		5
Family Fun Workshop Days		5
MC - % of leadership time for well being support		5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

- NFER assessments, analysed to support next steps in learning, areas of key strength and gaps in learning.
- 2020 Autumn term phonics screening test results - 42% of pupils in receipt of pupil premium in year 2 passed their phonics screening.
- 2021 Year 1 Phonics screening teacher assessment 66% of pupils in receipt of pupil premium predicted to pass. Currently 50% on track to achieved the pass mark for the phonics screening check.

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
TT Rockstars	play.ttrockstars.com
Maths with parents	
Charanga	