

Pupil premium strategy statement for Mayflower Primary School 2025 - 2028

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	354 (October 2025)
Proportion (%) of pupil premium eligible pupils	44% (October 2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 2026/27 2027/28
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Elizabeth Bartholomew
Pupil premium lead	Alexandra Larue
Governor / Trustee lead	Gerry Deane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 249,639.34
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£249,639.34

Part A: Pupil premium strategy plan

Statement of intent

At **Mayflower Primary School**, we are fully committed to fostering an inclusive and equitable learning environment that effectively meets the diverse needs of all pupils. The Pupil Premium funding has enabled us to identify and address the specific barriers to learning faced by disadvantaged pupils, ensuring that targeted interventions and support are provided to promote academic, social, and emotional development. The effective use of this funding allows us to mitigate any deficits our pupils may face and to maximise their potential for success.

Through the implementation of carefully structured interventions, comprehensive support services, and family engagement initiatives, the school seeks to enhance educational opportunities for all disadvantaged pupils. By delivering tailored support, we aim to narrow the attainment gap and ensure that every pupil is empowered to achieve their full potential.

The safeguarding and well-being of all pupils remain central to our practice. Pupil Premium funding strengthens our capacity to sustain a safe, nurturing, and inclusive environment in which all pupils can thrive. Funding is strategically allocated towards staff development, the funding of additional support personnel, and initiatives that promote positive emotional well-being and mental health. In collaboration with external agencies and partner organisations, we work to establish a school culture in which every child is respected, valued, and supported.

Our strategic objectives are achieved through a focus on the following priorities:

- **Targeted in-class support**, ensuring that all pupils consistently access high-quality teaching and learning.
- **A whole-school approach** in which all staff collectively share responsibility for pupil outcomes, supported by regular professional development and transparent analysis of performance data.
- **The promotion of high expectations and strong character development**, encompassing standards of learning, behaviour, appearance, and aspirations.
- **Effective live marking and feedback practices**, focusing on the learning process to support pupil progress and independence.
- **Comprehensive diagnostic assessment of need**, identifying and addressing the principal challenges faced by disadvantaged pupils, including but not limited to:
 - Speech, Language and Communication Difficulties
 - Social, Emotional and Mental Health (SEMH) needs
 - Complex needs arising from family circumstances or safeguarding concerns
 - Additional needs, including those related to SEND

To address these identified needs, the school employs a **full-time Speech and Language Support Assistant**, a **full-time Welfare and Safeguarding Officer**, and **two Parental Liaison and Children's Emotional Support Assistants** to provide ongoing assistance to pupils and families. Furthermore, a proportion of the Pupil Premium allocation is designated to fund a **qualified counsellor**, offering specialist support to pupils presenting with complex emotional needs.

Challenges

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

Challenge number	Detail of challenge
1	<p>Effective speech and language development forms the foundation of both academic achievement and social interaction. These skills enable pupils to communicate clearly, articulate their ideas, and understand information accurately. Early identification and intervention are essential to address any emerging difficulties and to ensure that each child’s learning experience is fully supported and optimised.</p>
2	<p>Reading – Comprehension and Fluency We are committed to providing appropriate challenge and support to ensure that all pupils develop strong reading comprehension and fluency skills. In accordance with the 2014 National Curriculum in England, we aim to meet the high standards set for reading attainment. Research consistently highlights the critical role of reading fluency and comprehension in supporting academic achievement across all areas of the curriculum. Consequently, a proportion of the Pupil Premium grant is allocated to fund the Speech and Language Support Assistant (SALSA), who provides targeted support to enhance pupils’ language development and reading proficiency.</p>
3	<p>Narrowing the attainment gap - high-quality teaching is fundamental to pupil achievement and is essential in enabling learners to reach their full potential. To support this, we employ evidence-based strategies, including retrieval practice, metacognition, and a concept-driven curriculum, to enhance knowledge retention and deepen understanding. In addition, we place significant emphasis on the analysis of pupil data. Regular, detailed evaluation of progress allows staff to identify learning gaps early and implement targeted interventions. Through these combined approaches, we aim to narrow the attainment gap, providing all pupils with the opportunity to achieve excellence in their learning and personal development.</p>
4	<p>Social, Emotional, and Mental Health (SEMH) We recognise that social, emotional, and mental health (SEMH) is fundamental to pupils’ overall development and engagement in learning. Emotional well-being underpins positive learning behaviours, resilience, and academic progress. A proportion of the Pupil Premium grant is allocated to support SEMH provision. This includes funding for two Parental Liaison and Children’s Emotional Support Assistants (PLACEs) and a Welfare and Safeguarding Officer, who provide targeted interventions to support pupils’ emotional development,</p>
5	<p>Safeguarding and Support for Complex Family Situations We are committed to providing a safe and nurturing environment for all pupils. Safeguarding and the promotion of pupil well-being are central to our practice. We have a designated Welfare and Safeguarding Officer who collaborates closely with families and works alongside Parental Liaison and Children’s Emotional Support Assistants (PLACEs), the Attendance Officer, and Attendance Champion to provide targeted support for pupils experiencing complex family circumstances or attendance issues. A proportion of the school’s funding is allocated to ensure that staff receive appropriate training and ongoing professional support, enabling them to respond effectively to the needs of all pupils and uphold the highest safeguarding standards.</p>

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 oral language skills and vocabulary among disadvantaged pupils, as well as a proficiency in the use of their working memory.	<ul style="list-style-type: none"> ● Assessments and observations indicate significantly improved oral language and subject-specific vocabulary among disadvantaged pupils. ● This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils	<ul style="list-style-type: none"> ● PP children will increase their reading age from their starting point. Any pupils that are struggling will be identified early and the appropriate intervention will be enabled.
Diminishing the difference in outcomes between disadvantaged and non-disadvantaged	<ul style="list-style-type: none"> ● The difference between PP and non-PP pupils is beginning to reduce. ● Staff are becoming more aware of the children in their class that may need further support. ● The SENDCo is supporting teachers in early identification and intervention to improved progress from starting points.
To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing yearly demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from pupil voice reporting that they feel happy, safe and valued in school ● quantitative data from our SEMH assessment tracker ● teacher observations monitoring of PLACEs and WSO support to identify impact

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: £ 101,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of the curriculum: ensuring a good quality of education is provided to all - including the most disadvantaged. Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving. Culture of high expectations for all. The use of live marking and feedback to support metacognition.</p>	<p>The EEF Guide to the Pupil Premium - Autumn 2022 EEF Using Pupil Premium Effectively</p> <p>Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9</p> <p>Tackling Poverty and Disadvantage in Schools: Understand more deeply and better address inequalities in your school. Sean Harris & Katrina Morley OBE ISBN: 978-1801994750</p> <p>Feedback; EEF Effective Feedback</p> <p>Metacognition: EEF Metacognition and Self-Regulation</p>	<p>1,2,3</p>
<p>Investment in professional development including training and support for ECT as well NQs for various members of staff. Investment in the National College for succinct CPD for all staff members.</p>	<p>The EEF Guide to the Pupil Premium - Autumn 2022 EEF Using Pupil Premium Effectively</p>	<p>1,2,3</p>

<p>Reading strategies (in daily reading lessons using recognised evidence-based approach.) focusing on comprehension and fluency.</p> <p>Systematic and explicit Phonics teaching and interventions to ensure all children are able to build word fluency.</p>	<p>EEF Teaching and Learning Toolkit EEF Reading Strategies</p> <p>“Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9</p> <p>Narrowing the Gap with Paired Reading Applied Psychologies - Paired Reading</p> <p>EEF Teaching and Learning Toolkit Phonics</p>	<p>2, 3</p>
<p>Oral language strategies including:</p> <ul style="list-style-type: none"> ● Paired reading to rehearse fluency ● explicitly extending pupils’ spoken vocabulary through various activities. ● the use of structured questioning to develop reading comprehension; ● Consistent use of the tier 3 progression documents to support and expose children to vocabulary 	<p>EEF Teaching and Learning Toolkit EEF Pral Language Intervention</p> <p>Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9</p> <p>Narrowing the Gap with Paired Reading Applied Psychologies - Paired Reading</p> <p>Why Closing the Word Gap Matters. Oxford's Children Language</p> <p>Effective Vocabulary Instruction Effective Vocabulary Instruction Fosters Knowing Words, Using Words, and Understanding How Words Work</p>	<p>1, 3</p>
<p>Development of Learning and Pastoral Support Assistants to support the learning in class and to provide scaffolds for independence, using questioning and evidence-based strategies to promote positive learning attitudes.</p>	<p>EEF Teaching and Learning Toolkit EEF TA Interventions</p> <p>Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9</p> <p>EEF Teaching and Learning Toolkit Maximising the Impact of Teaching Assistants.</p>	<p>1,2,3</p>

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

Budgeted cost: £ 104,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SALSA (Speech And language Support Assistant) to identify, support, monitor and assess pupils with speech and language needs in EYFS, KS1 and any new pupils entering the school, including using “Language Link” assessments and resources</p> <p>SALSA also supports EAL pupils in the week to help rehearse language in a safe environment.</p>	<p>EEF Toolkit:</p> <p>Oral Language interventions; EEF Oral Language Interventions</p> <p>One to One tuition: EEF One to One Interventions</p> <p>Teaching assistant interventions: EEF TA Interventions</p> <p>Essex LA Recommended Assessments for Identifying Needs (Includes Language Link) LA Recommended Assessments</p>	<p>1, 3</p>
<p>Structured interventions delivered by teaching assistants: Precision Teaching, 1:1 Read Write Inc Phonics</p>	<p>EEF Teaching and Learning Toolkit EEF TA Interventions</p>	<p>2.3</p>
<p>Before and after school small group booster sessions for years 5 and 6</p> <p>Before school small group booster sessions for year 4 to prepare pupils for the MTC.</p>	<p>EEF Toolkit EEF Small Group Interventions</p>	<p>2.3</p>

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

Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Welfare and Safeguarding Officer (WSO) and an Attendance Officer to support attendance, behaviour, safeguarding and social and emotional difficulties of pupils and parents/carers.</p> <p>Working with pupils, families and outside agencies - building links, breaking down barriers and developing positive relationships - which all impact children's ability to learn. Also, leading safeguarding.</p>	<p>"Addressing Educational Disadvantage In Schools and Colleges: The Essex Way"</p> <p>edited by Marc Rowland ISBN 978-1-913622-45-9</p> <p>EEF Toolkit: EEF PParental Engagement</p>	<p>4, 5</p>
<p>Parental Liaison and Children's Emotional Support Assistants (PLACEs) providing bespoke support and developing positive relationships with vulnerable and disadvantaged pupils who require social, emotional and mental health support. Wild Wellbeing and Forest School training also delivered.</p>	<p>"Addressing Educational Disadvantage In Schools and Colleges: The Essex Way"</p> <p>edited by Marc Rowland ISBN 978-1-913622-45-9</p> <p>EEF Toolkit: EEF Social and Emotional Learning</p>	<p>4</p>
<p>Forest School Leaders provide an environment for children to rehearse communication skills, social skills and build knowledge, understanding and appreciation of the natural world</p>	<p>"Addressing Educational Disadvantage In Schools and Colleges: The Essex Way"</p> <p>edited by Marc Rowland ISBN 978-1-913622-45-9</p> <p>EEF Toolkit: EEF Social and Emotional Learning</p> <p>A Marvellous Opportunity for Children to Learn Forest School Learning</p>	<p>4, 5</p>
<p>Subsidised Breakfast Club and trips</p>	<p>Supporting the wellbeing of disadvantaged pupils and families ensuring pupils are ready to learn through having breakfast and socialising with their</p>	<p>4, 5</p>

	<p>peers - developing life and social skills.</p> <p>Ofsted research (2019) places an emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	
<p>Contribution towards leasing of school minibus to:</p> <ul style="list-style-type: none"> enable all children to be able to arrive at school on time. provide transport for those children struggling to get into school. <p>Reduction in transport costs for all (so disadvantaged don't feel singled out): E.g. transport for swimming lessons, sporting events etc.</p>	<p>DfE's Improving School Attendance; Improving School Attendance</p> <p>Ofsted research (2019) places an emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	3, 4, 5

Total budgeted cost: £ 249,500

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Infant Language Link	Speech Link
Meemo (Working Memory Programme)	ELKLAN
Read Write Inc Phonics	Read Write Inc
Therapeutic Approach to dealing with Behaviour	Essex Steps
Counselling Services	Martin Stein

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils for the academic year 2024/25

Review of Pupil Premium Strategy – Academic Year 2024/25

We conducted a comprehensive analysis of the academic performance of our disadvantaged pupils during the 2024/25 academic year. This analysis drew on data from **Key Stage 1 and 2 assessments, phonics check results, and internal school assessments.**

To assess the performance of disadvantaged pupils accurately, we compared their outcomes with those of non-disadvantaged peers at both national and regional levels. The data indicates that, in some areas, the progress and achievement of disadvantaged pupils were in line with national averages. However, we continue to observe a significant attainment gap between disadvantaged and non-disadvantaged pupils. It is worth noting that progress of our pupils is strong and we are striving to ensure that early identification and intervention is individualised to the needs of the pupils.

While initiatives such as **booster groups, targeted reading strategies, and speech and language programs** have supported pupil progress, further refinement of our approach is required. These improvements will be embedded in our forthcoming **three-year strategic plan**, with a focus on leveraging data effectively and upskilling staff to ensure sustained progress is prioritised. This will be built into staff meetings and appropriate staff development.

Attendance and Engagement

The absence rate among disadvantaged pupils during 2024/25 was higher than that of their peers, with persistent absence particularly notable. To address this, the **Family Liaison and Pastoral Support Assistant** and **Attendance Officer** were providing enhanced support to families. Half-termly attendance meetings, attended by the Headteacher, Deputy Headteacher (PPG Lead), Attendance Officer, and Family Liaison Officer, allowed concerns to be raised promptly and interventions implemented swiftly. Moving forwards, regular team meetings involving the attendance officer, attendance champion, the newly-developed Welfare and Safeguarding Officer and Parental Liaison and Children's Emotional Support assistants will meet to ensure tailored support is offered.

Parent and pupil questionnaires are now used to understand barriers to attendance and foster collaborative solutions. The newly established roles of **Attendance Officer** and **Attendance Champion** ensure a consistent, fair, and supportive approach is offered.

Social, Emotional, and Mental Health (SEMH)

Pupil well-being remains a priority. We have broadened the role of our **ELSA team**, who will now be known as **PLACEs (Parental Liaison and Children's Emotional Support Assistants)**, to highlight our commitment to SEMH and family engagement. Alongside our external counsellor and newly appointed **Welfare and Safeguarding Officer**, these staff members effectively assess and prioritise pupils in need. We aim to continue fostering positive learning environments and support the development of all pupils, both disadvantaged and non-disadvantaged.

Strategic Review and Future Planning

Following a thorough review of our strategy, adjustments have been made to reflect the current needs of our pupils accurately. Consequently, appropriate changes to the Pupil Premium budget allocation will be made for the current academic year, ensuring that we continue to prioritising the **narrowing of the attainment gap** between disadvantaged and non-disadvantaged pupils. We will also promote progress from starting points to ensure that teachers, pupils and families can see success.

Further information (optional)

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That includes:

- Development of Character Virtues and Skills Builder across the school to embed our school virtues of Community, Honesty, Ambition, Independence, Respect and Resilience as well as developing a range of life skills throughout the curriculum, including: staying positive, problem solving, creativity, understanding emotions and working with others.
- A wide range of extra-curricular after-school activities to boost wellbeing, behaviour and attendance. These activities incorporate the above skills and virtues. Disadvantaged pupils are encouraged and supported to participate in these.
- Utilising DfE NPQ allocations to upskill teachers and leaders in the school in order to foster a curious culture that is built on mutual appreciation..
- The development of Forest School to allow children to rehearse their communication, social, physical skills, as well as boost their confidence. We will also seek to gain the Forest School Association (FSA) recognition to reassure all stakeholders that the children are receiving high quality learning in this are.
- The SALSA role has now been established and the school has been awarded the Communication Hub status for our local area. This will enable good practice to be shared amongst the schools involved.
- The development of PPG advocates amongst the staff team to make sure that any community meetings have a discussion about our disadvantaged group and what we could do to improve outcomes for all pupils.
- The development of Mayflower Character Education Awards to promote a healthy, virtuous and ambitions lifestyle.

Planning, implementation and evaluation

In planning our pupil premium strategy, we ensured that we remained a part of the Essex project with Marc Rowland on Addressing Educational Disadvantage and continue to receive guidance through this network.

We have a detailed system to monitor the needs and progress of all pupil premium children across the school and this is located in a central place so all staff have access to it. We triangulate evidence from disadvantage status, attendance, behaviour and safeguarding to ensure every individual need is met. Evidence is sought from lesson visits, book scrutiny and pupil voice.