# Mayville Academy Pupil Premium Strategy

**Academic year:** 2026–27
**School:** Mayville Academy — primary academy
**Pupils on roll:** 274
**Pupil Premium allocation available for this plan:** £134,850
**Pupil Premium pupils:** 99 pupils (reported as 38%; the percentage and count should be reconciled against the school's current census data)

This strategy is structured around the DfE's three-tier Menu of Approaches: **high-quality teaching**, **targeted academic support** and **wider strategies**. The DfE expects schools to publish an annual strategy statement using its template; the plan below should therefore be checked against the school's final allocation and published statement before approval. DfE Pupil Premium guidance and publication · EEF Guide to the Pupil Premium

## 1. Statement of Intent

At Mayville Academy, we want every disadvantaged pupil to feel safe, included and valued, and to achieve well from their individual starting point. Our ultimate objectives are that disadvantaged pupils:

- develop the knowledge, language, reading, writing and mathematical fluency needed to access the full curriculum;
- make strong and sustained progress, with gaps in attainment and opportunity identified early and addressed effectively;
- become confident, motivated and increasingly independent learners who can persevere when learning is challenging;
- attend regularly, feel a strong sense of belonging and receive timely support when personal, family or emotional barriers affect their learning;
- benefit from the same ambitious curriculum, enriching experiences and future opportunities as their peers.

These objectives are particularly important in Mayville's context. The school has high levels of deprivation, with 38% of pupils reported as eligible for Pupil Premium, 62% with English as an additional language and 5.8% with an EHCP. The data show areas of strength across the whole cohort, alongside marked differences between all-pupil and PP outcomes: KS2 reading at the expected standard is 71% overall compared with 50% for PP pupils; maths is 69% overall compared with 45% for PP pupils; and writing is 79% overall compared with 65% for PP pupils. Early outcomes also need attention: GLD is 68% and the phonics expected-standard figure is 76%. Attendance is 94%

overall and 93% for PP pupils; persistent absence is 17% overall and 20% for PP pupils.

Our strategy works towards these objectives by combining strong classroom teaching with timely, precisely targeted support and practical action on barriers outside the classroom. We will use assessment and pupil progress discussions to identify what is preventing an individual pupil from making progress, select an appropriate response and check whether that response is working. We will not assume that all disadvantaged pupils have the same needs, or that all pupils who share a need will require the same intervention.

The strategy is guided by the following principles:

1. **High-quality teaching comes first.** The curriculum should be ambitious and accessible. Adaptive teaching, explicit explanation, modelling, formative assessment and useful feedback should be routine classroom practice, rather than something available only to pupils who are selected for additional support.
2. **Act early and target support to need.** The early years, phonics, language development and emerging literacy and numeracy needs receive particular attention, so that difficulties are identified before they accumulate.
3. **Make additional support purposeful and connected to classroom learning.** Interventions should address a defined learning need, be delivered by appropriately prepared staff, and be reviewed against pupil progress. They should supplement, not replace, pupils' access to their teacher and the classroom curriculum.
4. **Build independence, confidence and belonging.** Support should help pupils understand, practise and increasingly apply useful strategies themselves; it should not create unnecessary reliance on adults.
5. **Work in partnership with families.** Communication should be clear, respectful and accessible, taking account of Mayville's diverse community and the practical pressures some families face.
6. **Use evidence, implementation and evaluation together.** Research informs choices, but the school will also monitor delivery, participation and impact in its own context. The EEF's guidance emphasises implementing evidence-informed approaches carefully and reviewing whether they are helping pupils. EEF: A School's Guide to Implementation

## How current practice informs this strategy

Mayville already has important foundations on which this plan builds. Regular **Pupil Progress Meetings** are used to review data and identify personalised support for focus groups, including PP pupils. This strategy formalises their connection to the challenges, outcomes and evaluation measures below: discussions should record the need identified, agreed action, responsible staff member, review date and evidence of impact.

The school has embedded **pre-teaching** across year groups, giving vulnerable learners advance exposure to vocabulary, concepts and skills. This strategy does not propose

starting pre-teaching again as a new intervention. Instead, it will strengthen its precision: teachers will select content from upcoming lessons, prioritise vocabulary and concepts that are genuine access barriers, and check whether pupils can use this preparation in the lesson.

Mayville already provides **morning and afternoon Year 6 reading and maths intervention sessions** in small groups, led flexibly by teachers or a specialist teaching assistant. The strategy will maintain and quality-assure this provision, not add a second layer of identical sessions. Leaders will check that pupils are selected using diagnostic evidence, sessions address identified gaps, learning links back to class teaching and the timetable does not displace essential curriculum access.

In Reception and Year 1, the early reading lead already delivers **daily one-to-one support for selected pupils** in phonics and fluency. This will be continued and evaluated, including checks on assessment, delivery, progress and transition into Year 2, rather than being described as new provision. Year 4 teachers already have early access to **Times Tables Rock Stars**; this strategy will formalise equitable access and review whether practice is improving fluency, rather than simply expanding digital use.

Mayville's nurturing ethos, cross-curricular enquiry approach, learning "hooks", trips, clubs, community activities and facilities—including the astro-turf pitch, nature garden and amphitheatre—are valuable assets. The strategy will use these to strengthen participation, language, confidence and belonging, while ensuring that financial or practical barriers do not prevent disadvantaged pupils from taking part.

# 2. Challenges

| Challenge Number | Detail of challenge |
|---|---|
| 1 | **Early language, vocabulary, communication and school readiness.** GLD is 68%, and 62% of pupils have EAL. The school identifies speech, language and vocabulary gaps as a significant barrier, particularly in early years and KS1. Some pupils need additional support to develop the language required to participate, understand instruction, express ideas and access early reading and the wider curriculum. |
| 2 | **Reading, writing and mathematical fluency and attainment gaps.** KS2 expected-standard outcomes show gaps between all pupils and PP pupils: reading is 71% overall and 50% PP; writing is 79% overall and 65% PP; maths is 69% overall and 45% PP. The combined reading, writing and maths figure is 69%. Phonics expected standard is 76%. Gaps in decoding, fluency, |

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| | comprehension, writing foundations, spelling and mathematical recall can restrict access to later learning. |
| **3** | **Unequal access to home learning resources and support.** Cost-of-living pressures may mean some families have limited access to suitable technology, a quiet place to learn, learning materials or time and confidence to support curriculum learning at home. These barriers may be particularly acute for advanced KS2 reading and maths. |
| **4** | **Confidence, persistence, metacognition and independence.** The school identifies that some disadvantaged pupils may find it difficult to plan, monitor and evaluate their learning, manage challenge or recover from mistakes. This can affect engagement, academic self-esteem and pupils' ability to persevere, particularly in complex tasks and assessment situations. |
| **5** | **Attendance, persistent absence and wider family pressures.** Attendance is 94% overall and 93% for PP pupils. Persistent absence is 17% overall and 20% for PP pupils. Some families face housing instability, food insecurity, cost pressures or complex circumstances that can affect attendance, wellbeing and readiness to learn. |
| **6** | **Inclusive provision, SEND and emotional regulation.** Mayville has 5.8% of pupils with an EHCP and is developing a Specialist Resource Provision for pupils with SEMH profiles. The school needs to sustain inclusive, adaptive classroom practice, identify needs promptly and ensure that pupils with SEND and social, emotional or communication needs make strong progress and participate meaningfully in school life. |

# 3. Intended Outcomes

Success criteria below are proposed annual indicators. Where PP subgroup or baseline data are not currently provided—particularly GLD, phonics, writing outcomes by key stage and SEND outcomes—leaders should establish the baseline early in the year and report progress against that baseline. Targets are intended to guide improvement, not to replace careful consideration of cohort size, starting points or pupil need.

| Intended Outcome | Success Criteria |
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| **1. Improved early language, communication, phonics foundations and GLD.** Pupils in Reception and KS1 develop the vocabulary and communication skills needed to participate in | GLD improves from 68% to **at least 75%**. Phonics expected-standard attainment improves from 76% to **at least 85%**. Progress measures show that identified language and phonics pupils make measurable gains from their individual starting points. Disadvantaged |

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| learning and build early reading foundations. | pupils' participation in structured talk and early reading is monitored; gaps in these measures reduce over the year. |
| **2. Stronger reading, writing and maths outcomes for PP pupils.** Disadvantaged pupils develop foundational skills, fluency and comprehension, and the difference between PP and all-pupil attainment narrows. | KS2 PP expected-standard outcomes improve from 50% to **at least 55% in reading**, 65% to **at least 70% in writing**, and 45% to **at least 50% in maths**. The KS2 combined reading, writing and maths outcome improves from 69% to **at least 74%**. The school tracks progress by subject and starting point, not just end-point attainment. |
| **3. More equitable access to learning beyond the lesson.** Pupils can complete essential practice and take part in learning without their progress depending on family ability to provide devices, materials or curriculum support. | Every identified pupil with a technology or resource barrier has an agreed school-based alternative or access arrangement. Participation and completion are monitored for digital and home-learning activities. PP pupils can access the curriculum, visits and clubs without cost being a barrier. |
| **4. Greater pupil confidence, perseverance and independent learning.** Pupils increasingly use suitable strategies to approach challenge, identify when they are stuck and act on feedback. | In book looks, pupil discussions and lesson observations, pupils can explain or demonstrate at least one relevant strategy for planning, checking or improving their work. Teachers report improved task engagement and independence for identified pupils. Intervention and assessment data show that pupils can apply taught strategies in ordinary classroom learning, not only during intervention sessions. |
| **5. Improved attendance and reduced persistent absence for PP pupils.** Families receive timely, individualised support to address attendance barriers, with a strong focus on early action and partnership. | Whole-school attendance improves from 94% towards the school priority of **97%**. PP attendance rises from 93% towards **96%**, while the PP–whole-school gap narrows. PP persistent absence reduces from 20% to **15% or below**, subject to cohort review. Every identified persistent absence case has a documented assessment of barriers, agreed response and review. |
| **6. More consistent inclusive practice and improved participation for pupils with SEND and SEMH needs.** Pupils | SEND and SRP pupils have current, reviewed provision plans linked to learning, communication, participation and regulation needs. Progress is reviewed against individual |

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| receive high-quality teaching and appropriate, coordinated support, including within the developing SRP. | starting points at least termly. Attendance, behaviour incidents, engagement and participation are monitored for pupils receiving support. Staff feedback and quality assurance show more consistent adaptive practice across classes. |

# 4. Activity in This Academic Year

The DfE's Menu of Approaches is used below to organise the planned activity into **Teaching**, **Targeted Academic Support** and **Wider Strategies**. The approximate amounts show how the **£134,850** allocation could be deployed. They are planning figures, not a substitute for the school's final costings or grant-accounting records. Each funded activity should be reviewed for both implementation and pupil impact.

## Teaching — Tier 1: High-Quality Teaching

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| **1. Adaptive teaching professional development and coaching — approximately £14,000.** Develop a sustained programme for teachers and relevant support staff focused on clear explanation, modelling, scaffolding, checking understanding, formative assessment, feedback and maintaining ambitious expectations. Use coaching, lesson study or structured professional discussion to help staff apply these approaches to reading, writing, maths, language and SEND access. Middle leaders will agree a manageable focus, observe practice and evaluate changes in | The EEF's guidance on professional development and implementation supports sustained, focused development that helps teachers translate evidence into classroom practice. The EEF also recommends teaching metacognitive strategies through subject learning and appropriately modelled tasks, rather than treating them as a separate generic skill. EEF: Effective Professional Development · EEF: Metacognition and Self-Regulated Learning | **1, 2, 4, 6** |

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| pupil participation and work. This supports the school priority to embed adaptive teaching and develop middle leaders. | | |
| **2. Strengthen oral language, vocabulary and purposeful classroom talk — approximately £9,000.** Building on Mayville's existing pre-teaching model, establish shared routines for identifying and teaching the vocabulary and concepts that pupils need for upcoming lessons. Extend the work through structured talk, partner rehearsal, questioning, sentence stems, explicit vocabulary instruction and opportunities to explain reasoning across the curriculum. Include practical guidance on supporting pupils with EAL while keeping subject content ambitious. Monitor whether pupils use new vocabulary in discussion and written work. | EEF evidence supports oral language approaches, particularly when they are integrated with curriculum content and include structured opportunities for pupils to practise language and express ideas. EEF Teaching and Learning Toolkit: Oral Language Interventions · EEF: Improving Literacy in Key Stage 1 | **1, 2, 6** |
| **3. Improve the teaching of reading and writing foundations — approximately £8,000.** Provide staff development and subject-leader support for explicit teaching of reading fluency, comprehension, vocabulary, spelling, handwriting and sentence construction. Strengthen curriculum sequencing so that pupils revisit foundational skills and then apply them in increasingly independent writing. Use the school's enquiry-based curriculum and "hooks" to build relevant knowledge and purposeful writing outcomes, while ensuring that creative contexts do not displace explicit instruction and practice in core skills. | EEF literacy guidance recommends effective, explicit literacy teaching and attention to the specific demands of reading and writing. EEF evidence on feedback also supports feedback that helps pupils understand how to improve their work. EEF: Improving Literacy in Key Stage 2 · EEF Teaching and Learning Toolkit: Feedback | **1, 2, 4** |

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| **4. Formalise assessment, Pupil Progress Meeting and intervention-review processes — approximately £10,000.** Building on existing Pupil Progress Meetings, use a consistent record for each identified pupil: diagnostic need, action agreed, intended classroom link, responsible adult, review date and outcome. Review PP outcomes by subject, year group, prior attainment, EAL and SEND where cohort size permits. Include termly checks on intervention quality and TA–teacher communication, and ensure that intervention progress informs classroom teaching. This is an extension and formalisation of current practice, not a new pupil-progress meeting system. | EEF guidance on teaching assistants emphasises that targeted provision is most useful when it is well planned, linked to classroom teaching and reviewed. The EEF implementation guidance also supports monitoring delivery and adapting approaches in response to evidence. EEF: Making Best Use of Teaching Assistants · EEF: A School's Guide to Implementation | **1, 2, 4, 5, 6** |
| **5. Improve access to inclusive curriculum resources and appropriate technology — approximately £7,000.** Audit essential resources and accessibility needs, including texts at appropriate reading levels, visual supports, manipulatives, bilingual or visual vocabulary supports where helpful, and assistive technology or adapted materials. Prioritise tools that support teaching, access and feedback rather than assuming that technology itself improves attainment. Identify pupils who cannot reliably use a digital learning platform at home and provide a suitable school-based alternative. | EEF guidance on digital technology emphasises that technology should be selected to support effective teaching and learning processes, with implementation and inclusion considered. EEF: Using Digital Technology to Improve Learning · EEF: Special Educational Needs in Mainstream Schools | **1, 2, 3, 6** |
| **Teaching allocation subtotal** | **£48,000** | |

## Targeted Academic Support — Tier 2: Targeted Academic Support

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| | | **ge nu mb er(s ) add res sed** |
| **1. Early language and phonics support — approximately £15,000.** Continue the existing daily one-to-one early reading support in Reception and Year 1 and strengthen its assessment, review and transition arrangements. Use checks of phonological knowledge, decoding, fluency and language to identify pupils' next steps. Where assessment indicates a need beyond current provision, add a structured, time-limited language or phonics intervention with trained staff, clear session objectives and planned links to class teaching. Do not withdraw pupils routinely from core teaching, talk-rich learning or essential curriculum experiences. | EEF evidence supports oral language approaches and phonics as components of early literacy teaching; structured support should be selected according to assessed need. EEF Teaching and Learning Toolkit: Phonics · EEF Teaching and Learning Toolkit: Oral Language Interventions · EEF: Improving Literacy in Key Stage 1 | **1, 2** |
| **2. Structured reading intervention for identified pupils beyond the early years — approximately £12,000.** Use reading assessment to identify whether a pupil's main need is decoding, fluency, vocabulary or comprehension. Provide a suitable structured small-group or one-to-one programme for a defined period, delivered by trained staff. Agree a baseline, intended learning, attendance and review point; connect the intervention text and strategies to current classroom learning. This is a targeted response to assessed gaps and is distinct from the existing whole-school pre-teaching model. | The EEF's evaluation of a structured KS1 reading intervention found positive progress for participating pupils, and EEF guidance on teaching assistants emphasises training, structured sessions and explicit links with classroom work. Evidence supports careful selection and review rather than assuming a programme will work equally well for every pupil. EEF: Small-Group Reading Intervention Evaluation · EEF: Making Best Use of Teaching Assistants | **1, 2** |

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| **3. Targeted maths fluency and foundational-skills support — approximately £10,000.** Use assessment to identify pupils who need further practice in number facts, calculation, place value, mathematical vocabulary or problem-solving foundations. Provide brief, regular, time-limited small-group or individual sessions with explicit modelling and guided practice; check that pupils can apply the learning in ordinary class tasks. Building on the school's existing early access to Times Tables Rock Stars for Year 4, formalise equitable access and review whether practice is improving recall. Do not treat the digital platform as a substitute for teacher explanation or mathematical reasoning. | EEF guidance on mathematics supports explicit teaching, appropriate practice and attention to pupils' underlying mathematical understanding. EEF evidence on teaching-assistant interventions highlights the importance of trained staff, clear objectives, assessment and links to classroom learning. EEF: Improving Mathematics in Key Stages 2 and 3 · EEF: Making Best Use of Teaching Assistants | **2, 3, 4** |
| **4. Maintain and quality-assure the existing Year 6 reading and maths intervention timetable — approximately £5,000.** Building on the school's current morning and afternoon Year 6 intervention schedule, fund the planning, assessment and review time needed to keep existing support focused and effective. Use a clear diagnostic basis for group membership, record the precise skill being taught, protect access to core curriculum and check progress frequently. Adjust groups or withdraw support when pupils have secured the skill. This funding is for the quality and evaluation of existing provision, not for adding duplicate intervention sessions. | EEF evidence supports targeted, structured tuition and teaching-assistant interventions where pupils are selected on need, sessions are well delivered and learning is connected to classroom teaching. EEF Teaching and Learning Toolkit: Small Group Tuition · EEF: Making Best Use of Teaching Assistants | **2, 4** |
| **5. Targeted SEND, communication and self-regulation support — approximately £10,000.** Work with the SENDCO, class teachers and relevant specialists to select support | EEF guidance for SEND recommends high-quality teaching and structured, evidence-informed adaptations; EEF evidence also supports explicit teaching of metacognitive strategies, | **1, 2, 4, 6** |

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| from current assessment and provision plans. This may include targeted language, literacy, numeracy or self-regulation work where it is appropriate to the pupil's identified need. Train and brief support staff, give teachers and TAs time to plan and review, and assess whether pupils are becoming more able to access classroom learning and work independently. For pupils linked to the developing SRP, coordinate individual goals with whole-school teaching and inclusion. | with appropriate adjustments for pupils who need more modelling or scaffolding. EEF: Special Educational Needs in Mainstream Schools · EEF: Metacognition and Self-Regulated Learning | |
| **Targeted academic support allocation subtotal** | **£52,000** | |

## Wider Strategies — Tier 3: Wider Strategies

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| **1. Individualised attendance and family-support response — approximately £10,000.** Use attendance information to identify PP pupils whose attendance is below expectation or who are persistently absent. Make timely, supportive contact with families to understand the reasons for absence; agree a practical plan, named contact and review date. Where needs are more complex, coordinate with the school's safeguarding, SEND or pastoral processes and relevant external | EEF and Youth Endowment Fund evidence reviews identify some promise in personalised parental engagement and responses that address individual causes of absence, while noting that the overall evidence base for attendance interventions is limited. The plan therefore includes local evaluation rather than assuming impact. EEF Research Agenda: Attendance and Exclusions · EEF/YEF: Attendance Interventions Evidence | **5, 6** |

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| services. Monitor attendance and persistent absence separately for PP pupils. The approach will be supportive and responsive to each family's circumstances, not based solely on general messages or rewards. | | |
| **2. Family communication, learning support and home-access arrangements — approximately £6,000.** Provide accessible, two-way communication about attendance, learning priorities and available support. Offer practical guidance or workshops on reading together, phonics, mathematical practice and supporting vocabulary, with interpretation or translated information where feasible. Identify families who lack reliable devices, internet access, materials or a quiet study space and agree a school-based alternative, such as access to resources in school. Home learning should consolidate taught learning, not depend on parental ability to teach unfamiliar curriculum content. | EEF evidence on parental engagement supports involving families in children's learning, while recognising that communication needs to be practical and relevant. EEF evidence on educational technology also cautions that technology needs a clear pedagogical purpose and inclusive implementation. EEF Teaching and Learning Toolkit: Parental Engagement · EEF: Using Digital Technology to Improve Learning | **1, 3, 5** |
| **3. Emotional regulation, belonging and positive lunchtime provision — approximately £7,000.** Support the implementation of the school's OPAL lunchtime programme and its aim to reduce incidents. Teach and rehearse predictable routines for emotional regulation and conflict resolution, and provide appropriate adult support to pupils who need help to return to learning. Review behaviour incidents, participation, pupil voice and access to outdoor and social spaces. Ensure approaches are inclusive of pupils with SEND and pupils with SEMH needs, including those linked to the developing SRP. | EEF guidance on social and emotional learning and SEND supports explicitly teaching social and emotional skills and adapting approaches to pupil need. Evidence should be interpreted in context and reviewed against Mayville's own engagement and behaviour data. EEF: Social and Emotional Learning · EEF: Special Educational Needs in Mainstream Schools | **4, 5, 6** |

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| **4. Equitable access to clubs, enrichment and Forest School — approximately £7,000.** Use Mayville's clubs, trips, community activities and facilities—including the nature garden, amphitheatre and astro-turf—to provide meaningful opportunities for participation, language use, confidence and connection with school. Establish a process to identify and remove cost or practical barriers to participation for PP pupils. Develop the Forest School in line with school capacity, safeguarding and curriculum planning. Track participation by PP status and SEND, and gather pupil feedback about belonging and engagement. | EEF and YEF reviews find that evidence for extra-curricular activity as an attendance intervention is limited, although enrichment may serve broader participation and engagement aims. Mayville will therefore monitor access and pupil experience rather than claim a guaranteed attendance effect. EEF Research Agenda: Attendance and Exclusions | **3, 4, 5, 6** |
| **5. Practical support for basic needs affecting readiness to learn — approximately £4,850.** Use an established, discreet process to identify pupils whose immediate circumstances—such as food insecurity, clothing or access to essential learning materials—are affecting readiness, attendance or participation. Offer appropriate school-based help or signposting and coordinate with family-support processes. Record whether support has addressed the identified barrier while protecting family dignity and confidentiality. | EEF attendance evidence indicates that wider, responsive approaches may need to address the individual circumstances affecting a pupil's presence and engagement; the strength of evidence varies, so school-level review is important. EEF Research Agenda: Attendance and Exclusions | **3, 5, 6** |
| **Wider strategies allocation subtotal** | **£34,850** | |

## Indicative allocation summary

| Menu of Approaches tier | Indicative allocation |
|---|---|
| Teaching — high-quality teaching | £48,000 |
| Targeted Academic Support | £52,000 |

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| Wider Strategies | £34,850 |
| **Total** | **£134,850** |

## Review and evaluation

The leadership team will review implementation and outcomes through the existing Pupil Progress Meeting cycle and termly pupil-premium evaluation. Reviews will consider:

- whether the planned provision took place as intended, including attendance, dosage and staff preparation where relevant;
- progress from individual starting points, alongside PP and whole-school outcome measures;
- attendance and persistent absence, with cases reviewed against the specific barriers identified;
- pupils' access to interventions, classroom teaching, clubs, trips and digital or non-digital learning alternatives;
- pupil, family and staff feedback on accessibility, belonging, confidence and independence;
- whether an activity should be continued, adapted or stopped, based on evidence of its value and fit with Mayville's needs.

The evaluation should distinguish between outcomes for the whole cohort and the PP subgroup, and should interpret small-group results cautiously. It should also reconcile the stated PP count of 99 with the reported 38% of 274 pupils so that published figures and internal monitoring use a consistent census baseline.