






How is Pupil Premium used to achieve better outcomes?

*Research suggests how best to spend our Pupil Premium money.
How have we interpreted this and gone on to build a system that maximises our impact on outcomes?*

Mayflower Community Academy's '5 Waves of Engagement' are crossed referenced against EEF's 3 tiered approach to organising Pupil Premium Spend. The table below details how these tiers are prioritised and resource structured to achieve priorities and reach intended goals.

Image	Wave	Intention	Driving Vocabulary	Looks Like	Time + £	Intended Impact
	1	Family Engagement EEF Wider strategies	Sign up	Access to family support Multi agency support Stay and play child development courses Further education workshops Wider opportunity events and activities	5%	Crisis avoidance Develop skills Pupil outcomes Collective responsibility
	2	Attendance EEF Wider strategies	Step up to the mark	Family forums Personalised Timetables Rewards and Sanctions Educational Welfare Extended day opportunities	5%	Improved attendance Pupil outcomes
	3	Engage & widening experiences EEF Teaching	Engage and experience	Specialist agency advice and support Inquiry informed CPD Self-esteem and positive learning behaviour resources Extended day opportunities	20%	Community engagement Pupil outcomes Improved engagement (PLB)
	4	Accelerate progress EEF Targeted Academic Support	Attend and focus	Specialist Teacher tuition and relevant CPD Subject based learning intervention Evidence informed intervention Extended day opportunities for spaced practice and retrieval	50%	Improved pupil outcomes Improved engagement
	5	Empowering others EEF Wider strategies EEF Targeted Academic Support	Create, share, empower	ChOfsted development Community workshops Evidence informed intervention Extended day opportunities	20%	Community engagement Development of community talents and interests

Sign Up

WAVE 1 Family Engagement

Access to family support
Multi agency support
Stay and play child development courses
Further education workshops
Wider opportunity events and activities



Crisis avoidance
Develop skills
Pupil outcomes
Collective responsibility





Step Up to the Mark

WAVE 2 Attendance

Family forums
Personalised Timetables
Rewards and Sanctions
Educational Welfare
Extended day opportunities



Improved attendance
Pupil outcomes



Engage and Experience

WAVE 3 Engagement in Learning

Specialist agency advice and support
Inquiry informed CPD
Self-esteem and positive learning behaviour
resources
Extended day opportunities



Community engagement
Pupil outcomes
Improved engagement (PLB)

Attend and Focus

WAVE 4 Accelerate Progress

Specialist Teacher tuition and relevant CPD
Subject based learning intervention
Evidence informed intervention
Extended day opportunities for spaced practice
and retrieval



Improved pupil outcomes
Improved engagement



Create, Share, Empower

WAVE 5 Empowering Others

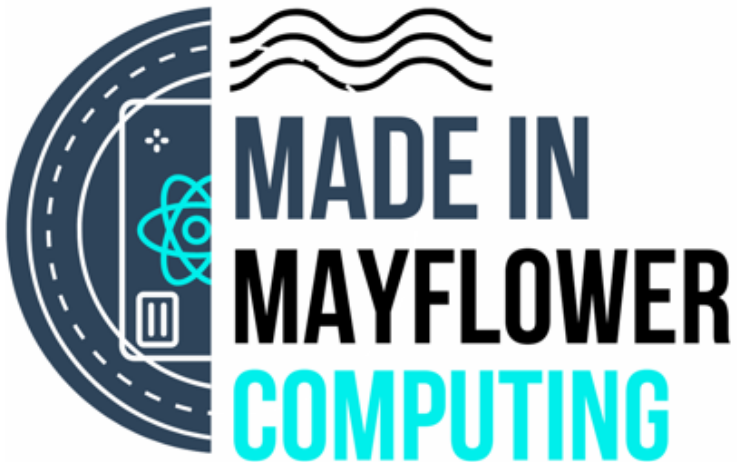
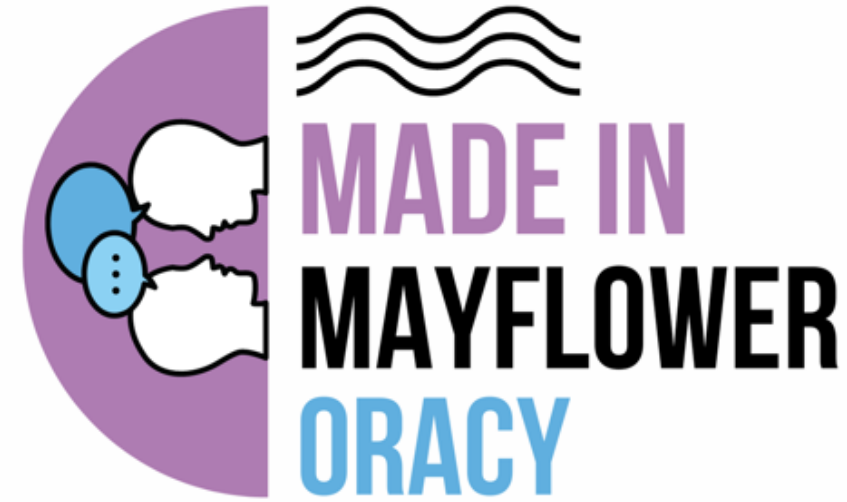
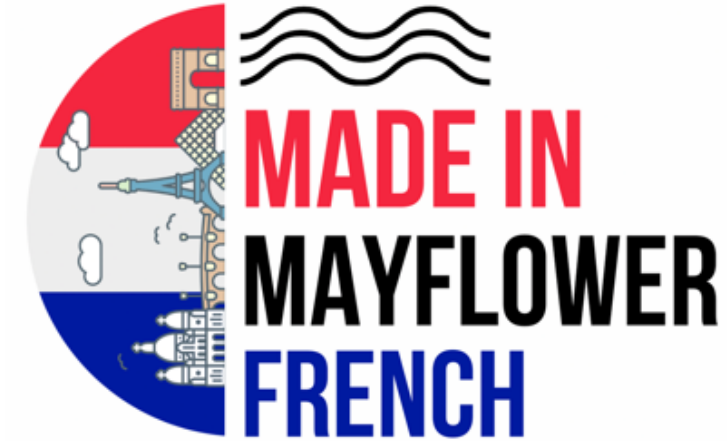
ChOfsted development
Community workshops
Evidence informed intervention
Extended day opportunities



Community engagement
Development of community
talents and interests








Throughout the academic year, the curriculum for each subject at Mayflower Community Academy, is punctuated by curated events, activities and considered relationships that lead into, support or extend learning for pupils and their families.

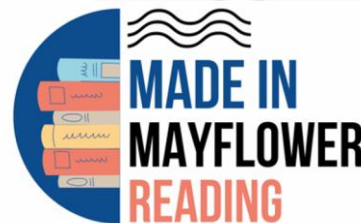
How are our 5 Waves of Engagement used to achieve better outcomes in Reading and Phonics

Mayflower Community Academy's '5 Waves of Engagement' are cross-referenced against EEF's 3-tiered approach to organising Pupil Premium Spend (Teach, Targeted Academic Support and Widening Strategies). The table below details how these tiers are prioritised and resource structured to achieve priorities and reach intended goals.


Image	Wave	Intention	Driving Vocabulary	Looks Like for Pupils	Looks Like for Adults/Families	Time + £	Intended Impact Pupils	Intended Impact Adults/Families
	1	Family Engagement EEF Wider strategies	Sign up	<p>Baby and toddler groups to introduce families to early speech and language, working alongside FSA and SALT.</p> <p>Baby and toddler family story and rhyme time, working alongside FSA, SALT and Nursery/EYFS team.</p> <p>Family workshops before children enter Nursery to introduce storytelling, importance of reading and phonics, modelling storytelling to parents.</p> <p>Signpost to local library events and relevant baby/toddler groups – advertise via EYFS/Reading Instagram pages.</p> <p>'Storytelling staff' to deliver seasonal storytelling events for parents and children.</p>	<p>Baby and toddler groups to introduce families to early speech and language, working alongside FSA and SALT.</p> <p>Baby and toddler family story and rhyme time, working alongside FSA, SALT and Nursery/EYFS team.</p> <p>Family workshops before children enter Nursery to introduce storytelling, importance of reading and phonics, modelling storytelling to parents.</p> <p>'Storytelling staff' (HJ, JL, NM, DB, CLM) to deliver seasonal storytelling events for parents and children.</p>	5%	<p>Early family engagement.</p> <p>Improved child transition to school pupil.</p> <p>Baseline pupil attainment increases due to engagement before entering school. Enjoyment of sharing a story.</p>	<p>Early access to Mayflower – familiarity to school environment and school approach.</p> <p>Showing the community how we can offer support for reading before pupils enter school. Increase confidence.</p> <p>Opportunity to model positive reading/daily routines.</p> <p>Early parent/child support – crisis avoidance.</p> <p>Parent networking with access to external agencies, collaboration.</p>



2	Attendance EEF Wider strategies	Step up to the mark	<p>Communication- strategic plan for marketing and communication. Twitter, Facebook, Instagram, E-mail, Sway</p> <p>Reading Workshops (parent and child). Led by class teacher: Nursery - November 17th World Nursery Rhyme Week/Storytelling)</p> <p>Foundation - October 18th Year 1 – September 28th * Year 2 – September 26th * *(Logging onto Teams, Bug Club, supporting reading at home, what reading looks like in KS1 at Mayflower)</p> <p>Workshop attendance- targeted focus pupils and families for early reading, phonics and reading for pleasure, and listening to your child read. Workshops to start in N and through each year.</p> <p>Extended day (Breakfast Club Reading and After School Club reading opportunities).</p>	<p>Communication- strategic plan for marketing and communication. Twitter, Facebook, Instagram, E-mail, Sway</p> <p>Workshop attendance- targeted focus pupils and families for early reading, phonics and reading for pleasure, and listening to your child read. Workshops to start in N and through each year.</p> <p>Workshop content shared on school website and via Reading Sway.</p> <p>Whole School Reading Workshop and follow up 1:1/small group support sessions focus families (Autumn Term).</p> <p>Regular Bug Club drop-in sessions for Y1/2 parents.</p> <p>Extended day (Breakfast Club Reading and After School Club reading opportunities).</p>	5%	<p>Families are aware of what is happening across the Academy. Attendance increases as families realise the importance of reading and the range of opportunities offered.</p> <p>Pupil progress and attainment increases.</p> <p>Workshops boost confidence for parents to support children at home and offer consistent approach to learning in school/at home. School can identify barriers to reading and work alongside parents to improve engagement. Opportunity to identify parents who are unable to read themselves – support/ educate parents.</p> <p>Extended day, enable parents opportunity to engage with their own learning, employment with reassurance that child attainment and progress is focus.</p>
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3	Engage & widening experiences EEF Teaching	Engage and experience	<p>Select and organise a range of books ensuring coverage of diversity/PSHE and extending texts.</p> <p>Reading diet in school is secure to include #HearMeBecomeaReader opportunities within school (focus on SEND and lowest 20% readers)</p> <p>Coachee2Coach- opportunities for reading buddy across school</p> <p>Phonics and Reading Club for KS1 (April-May 2023)</p> <p>Saturday School.</p> <p>Sunshine/Fireside Read (Need staff to facilitate as led by children)- Invite authors to lead sessions, invite children to bring a buddy, spread facilitation across the staff team.</p> <p>Reading Padlets (Children) Author visits and poet visits, online and face to face. Teacher book recommendations</p> <p>Pupil Reading Council to support Mayflower Pupil Media Team to interview authors and poets for pupil podcasts.</p> <p>Trips to TR2, Theatre Royal Plymouth, with backstage interviews to authors and actors. Workshops with authors.</p> <p>Babcock Reading Volunteers to offer pupils opportunity to speak to and interview real life engineers, naval architects etc about the importance and impact of reading.</p> <p>National Nursery Rhyme Week (13-17 November 2023)</p> <p>World Book Day – Thursday 7th March 2024</p> <p>World Poetry Performance Day – Thursday 21st March 2024</p> <p>Project with author of pop-up books – Robert Crowther (to link with DT)</p>	<p>Select and organise a range of books ensuring coverage of diversity/PSHE and extending texts.</p> <p>#HearMeBecomeaReader – parents document child’s reading journey, review and enjoy listening to progress together.</p> <p>Opportunities to volunteer as a parent-reader in school.</p> <p>Drop-in sessions, teacher led. Promoted via @MadeinMayflowerReading, @MadeinMayflower, @MadeinMayflowerFamilySupport</p> <p>Access to all – share and access reading recommendations – for children, families and adult learning and enjoyment.</p> <p>Reading Padlets (Children/Adult and CPD)</p> <p>Parent and child workshop, in nurse setting.</p> <p>Whole school dress-up day. Share your favourite book via padlet.</p> <p>Parent participation in poetry performance event.</p>	20%	<p>Families have access to books that represent their family and support parents in support child development/PHSE from home.</p> <p>#HearmeBecomeaReader – sharing, reviewing, journaling child’s progress in reading.</p> <p>As a parent-reader, confidence built in adults. Experience working in school alongside children offers insight into working in school environment – creates employment aspiration.</p> <p>Improved parent-school-teacher community relationships lead to improved wellbeing and mental health.</p> <p>An adult reading community - sharing, learning, exploring recommendations, extending reading experience.</p> <p>Families feel supported around the clock to confidently support their children’s reading from home and extend learning from school at home.</p> <p>An opportunity for families to creatively engage with their favourite authors, poets, books, and poetry.</p>
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	4	Accelerate progress EEF Targeted Academic Support	Attend and focus	Documenting own pupil progress in reading; blogging and reflecting on own #HearMeBecomeaReader	Blogging about reading strategies, how reading strategies have impacted own learning in reading.	Making links to prior knowledge and secondary knowledge using graphic organisers and knowledge organisers alongside ToR booklets. Pupils self- blogging through GO's.	Phonics after school clubs x3 per week led by class teachers.	Phonics and reading interventions using EEF strategies and qualified teachers.	Phonics and reading parents/family workshops using EEF strategies and qualified teachers to support parents with reading at home with their children	50%	Accelerated Pupil Progress Accelerated pupil attainment and confidence in reading. Confidence to articulate the importance of reading and linking prior knowledge with secondary knowledge. Increase in vocabulary knowledge. Increase in correct pronunciation and reading techniques e.g., reading with pace and flair.	Deeper understanding of methods used to teach r reading in school – confidence boosted to support learning from home. Jargon busted; access increased.
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5

Empowering others
EEF Wider strategies
EEF Targeted
Academic Support

Create, share,
empower

Bug Club Training for all staff.

High quality CPD for teachers and ECT:

- How to prepare story reading and understand the importance of reading aloud. (Teachers, ECTs)
- Bug Clug training (Teachers, ECTs, TAs, HLTAs)
- KS1 High quality dialogue/back and forth interactions
- Reading Strategies – focus on lesson design and walkthrus (Teachers and TAs).

SALT CPD

-Cued Articulation

Parent-run reading group for parents.
Reading for enjoyment together.

Coachee2Coach Case Study
RfP CPD for teachers and TAs,
Networking expertise from Open University, UKLA, CLPE and English Hubs.

Parents teach new parent/ Parent Reading Champions and Phonics Champions

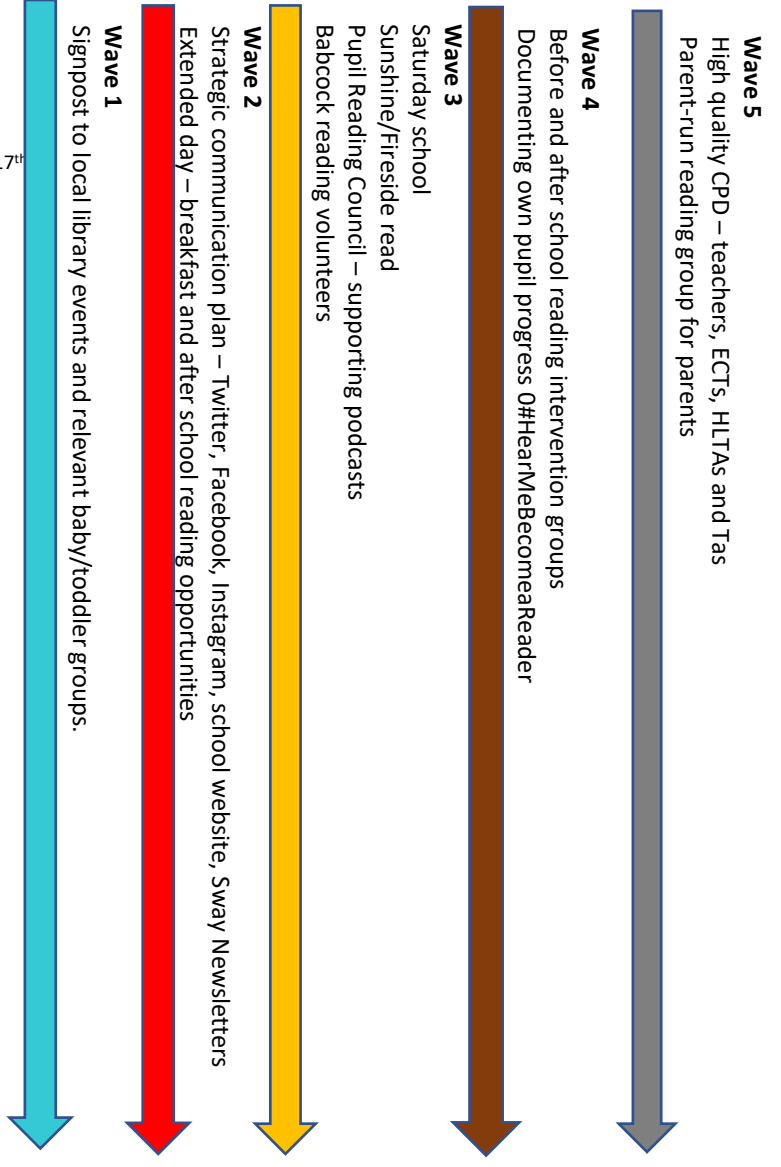
Reading Workshops enable school to identify 'parent reading champions' and 'phonics champions' – to teach new parents (Bug Club, Reading Routines).

20%

Community engagement increases.
Empowerment of the community- training to be TAs, apprentices etc.
Increased networking opportunities.
Increases in staff reading CPD and expertise therefore leading to increase in pupil progress and outcomes.

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Reading and Phonics
Term 1
Term 2
Term 3
Term 4
Term 5
Term 6





How are our 5 Waves of Engagement used to achieve better outcomes in Maths



Mayflower Community Academy's '5 Waves of Engagement' are cross referenced against EEF's 3 tiered approach to organising Pupil Premium Spend (Teach, Targeted Academic Support and Widening Strategies). The table below details how these tiers are prioritised, and resource structured to achieve priorities and reach intended goals.

Image	Wave	Intention	Driving Vocabulary	Looks Like for Pupils	Looks Like for Adults	Time + £	Intended Impact Pupils	Intended Impact Adults
	1	Family Engagement EEF Wider strategies	Sign up	Parent Workshops to support parents with the key mathematical concepts their children will learn at Mayflower. Community Events- STEM link	Parent Workshops to support parents with the key mathematical concepts their children will learn at Mayflower. Community Events- STEM link	5%	Parental Engagement- they will be enthused with what we have to offer through our Maths Diet at Mayflower.	Parental Engagement- they will be enthused with what we have to offer through our Maths Diet at Mayflower.
	2	Attendance EEF Wider strategies	Step up to the mark	Extended Day Opportunities Maths sets for sale in bookshop- personalisation for different year groups.	Extended Day Opportunities Maths sets for sale in bookshop- personalisation for different year groups.	5%	Children will have the tools and resources available for them to be able to attend and focus on the skills needed to be successful. Increased Pupil Attendance.	Parents have access to tools and resources to support pupil learning beyond the school day at home.
	3	Engage & widening experiences EEF Teaching	Engage and experience	Toolkits to sharpen maths strategies (cards/dice) <u>Trips</u> Opportunity to visit STEM lab at City College. Opportunity for trip to Hungary, staff to liaise and observe teaching where MEP originated. <u>Expert</u> Links with David Burgess at Plymouth University who can QA pupil outcomes.		20%	Pupil's will engage with a varied and engaging Maths curriculum that provides them with a math rich environment that helps them develop maths skills that they can build on later in life.	

	4	<p>Accelerate progress EEF Targeted Academic Support</p>	Attend and focus	<p>Maths Specialist Teachers-targeted interventions Extended Day Opportunities (11+/Saturday School) to secure key mathematical skills Pupil SKE Course- makes links with Mount Wise pupils Recall opportunities (Vlogging station) Spaced Practice math areas in classrooms</p>	50%	<p>Accelerated Pupil Progress. Children will be able to recall present knowledge, previous knowledge and make links between their learning.</p>		
	5	<p>Empowering others EEF Wider strategies EEF Targeted Academic Support</p>	Create, share, empower	<p>Coachee2Coach Case Study-Parents SKE Course for staff CPD Parents teach new parents Collab with Plymouth University (David Burgess) Cross Schools forum online- to address misconceptions from SKE Course</p>	<p>Coachee2Coach Case Study-Parents Parents teach new parents</p>	20%	<p>Community Engagement Increased pupil outcomes Continued staff CPD Opportunities for pupils and parents to declare and share their learning. Talents and interests</p>	<p>Parents offered opportunities to extend their own learning, providing improved employability/aspiration for success.</p>



Maths



Wave 3

Toolkits to sharpen maths strategies – dice, cards.



Wave 4

Maths specialist teachers – targeted interventions.

Extended day

11+/Saturday school to secure key mathematical skills



Wave 1

Parent Workshops – Introducing Maths at Mayflower – key mathematical concepts

Term 1



Wave 1

Community Event – STEM links



Wave 2

Extended day opportunities – personalised maths sets for sale in bookshop

Term 2



Wave 5

Coachee2Coach case study parents.

SKE Course for staff CPD

Parents teach new parents

Collaboration with Plymouth University

Cross schools online-forum to address misconceptions from SKE course

Term 3



Wave 3

Trips – STEM Lab City College

Staff trip to Hungary – see where MEP originated – observe teaching.

Links with Prof. David Burgess – Plymouth University – QA Pupil outcomes.

Term 4



Wave 4

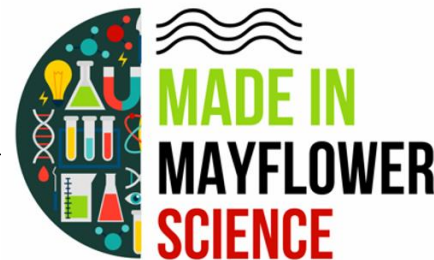
Recall – vlogging stations

Space practice areas – every year group.






Term 5

Term 6

How are our 5 Waves of Engagement used to achieve better outcomes in Science?



Mayflower Community Academy's '5 Waves of Engagement' are cross referenced against EEF's 3 tiered approach to organising Pupil Premium Spend (Teach, Targeted Academic Support and Widening Strategies). The table below details how these tiers are prioritised, and resource structured to achieve priorities and reach intended goals.

Image	Wave	Intention	Driving Vocabulary	Looks Like	Time + £	Intended Impact
	1	Family Engagement EEF Wider strategies	Sign up	Community Newsletter Parent/children workshops	5%	Families and pupils will be excited and enthused by science at Mayflower.
	2	Attendance EEF Wider strategies	Step up to the mark	STEM related books sourced and sold in bookshop Science equipment 'loan' scheme – Phiz lab	5%	Children will have the tools and resources available <u>in order for</u> them to be able to attend and focus on the skills needed to be successful.
	3	Engage & widening experiences EEF Teaching	Engage and experience	Potential workshops and wider experiences – Plymouth Marine Aquarium Dartmoor Zoo Eden Project Wonder Workshops Devonport Market Hall The Box	20%	Pupil's will engage with a varied and engaging science curriculum that provides them with new experiences and opportunities to see science <u>in</u> the community/wider world.
	4	Accelerate progress EEF Targeted Academic Support	Attend and focus	Workshops targeting key pupils – Scientific and Wonder workshops	50%	Pupils will be able to make accelerated progress as they have access to the skills and knowledge needed to be successful
	5	Empowering others EEF Wider strategies EEF Targeted Academic Support	Create, share, empower	Science working scientifically shares – Children to use working scientifically floor book to talk through the enquiry skills that have used through the term. Twitter	20%	Pupils will create quality outcome good enough to share. They will have opportunities to share locally, <u>nationally</u> and globally.



Science		Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Year 1	Animals incl. Humans	Animals incl. Humans	Materials and their properties	Plants	Seasonal Changes	Year 2	Living Things and their habitats	Use of everyday materials	Plants	Plants	Year 3	Plants	Forces and their habitats
Year 3	Plants	Forces and Magnets	Animals incl. Humans	Rocks and Soils	Light	Year 4	Electricity	Animals incl. Humans	States of Matter	Living things and their habitats	Year 5	Materials	Living things and their habitats
Year 5	Materials	Forces	Forces	Earth and Space	Animals inc. Humans (Puberty)	Year 6	Electricity	Evolution and Inheritance	Living things and their habitats	SATs	Year 6	Electricity	Animals inc. Humans
Year 6	Electricity	Light	Evolution and Inheritance	Living things and their habitats	SATs								



Wave 1

Community Newsletter – Parent/Pupil workshops – excited and enthuse MCA families about Science.

Wave 2

STEM related books sourced and sold in bookshop
Science equipment ‘loan’ scheme – Phiz Lab

Wave 3

Workshops and Wider experiences:
Plymouth Marine Aquarium
Dartmoor Zoo
Eden Project
Wonder Workshops
Devonport Market Hall
The Box
Enabling pupils to make accelerated progress as they access science in the community/wider world.

Wave 4




Workshops targeting key pupils – ‘Scientific and Wonder’ workshops



Wave 5

Pupils creating quality outcomes good enough to share – online, social media , competitions

How are our 5 Waves of Engagement used to achieve better outcomes in Design Technology?

Mayflower Community Academy's '5 Waves of Engagement' are cross referenced against EEF's 3 tiered approach to organising Pupil Premium Spend (Teach, Targeted Academic Support and Widening Strategies). The table below details how these tiers are prioritised, and resource structured to achieve priorities and reach intended goals.

Image	Wave	Intention	Driving Vocabulary	Looks Like for Pupils	Looks Like for Adults	Time + £	Intended Impact Pupils	Intended Impact Adults
	1	Family Engagement EEF Wider strategies	Sign up	Parent/children workshops- exploring design in action Cooking workshops for Spring term	Community Newsletter Christmas Cake Baking Workshop	5%	Pupils will be excited and enthused by the DT diet we offer at Mayflower.	Families will be excited and enthused by the DT diet we offer at Mayflower. Opportunity to extend learning and achieve Food Safety Hygiene Certificate for increased employability.
	2	Attendance EEF Wider strategies	Step up to the mark	DT/STEM related books sourced and sold in bookshop Selected DT kits produced for sale in Bookshop DT equipment 'loan' scheme	Selected DT kits produced for sale in Bookshop DT equipment 'loan' scheme	5%	Children will have the tools and resources available for them to be able to attend and focus on the skills needed to be successful	Families will have the tools and resources available to practise and hone skills together with children at home.
	3	Engage & widening experiences EEF Teaching	Engage and experience	DT equipment 'loan' scheme DT club for pupils (Autumn term) Providing experiences which enable to see design principles in action/real-life problem-solving situations e.g., visit to Saltram (Y6) visit to Ikea 'Let's Explore Chairs' (Y2)	Parents invited to attend and engage workshops alongside children (Puppet Making, Let's Explore Chairs, Exploring Levers and Pulleys, Coding, Build a Bird Hide, Plymouth City College 'Building Buddy')	20%	Pupil's will engage with a varied and engaging DT curriculum that provides them with new experiences and opportunities to see design in the community/wider world	Adults will engage with their children's learning. Opportunity to encounter and master new skills and work on real-life problem solving – aspiration to develop talents and interests that could lead to improved employability.

	4	<p>Accelerate progress EEF Targeted Academic Support</p>	Attend and focus	<p>Spaced practice areas for each year group in Autumn/Summer term.</p> <p>Resources tailored specifically to DT concepts, enabling pupils to make progress in skills they have encountered but not mastered.</p>	<p>Local business/college/or organisation relationships formed – access for families to access skills – building, mechanics, engineering.</p>	50%	<p>Pupils will be able to make accelerated progress as they have access to the skills and knowledge needed to be successful</p>
	5	<p>Empowering others EEF Wider strategies EEF Targeted Academic Support</p>	<p>Create, share, empower</p>	<p>DT project shares- through the use of narrated PowerPoints pupils share the design process through social media.</p> <p>Collaboration with external facilities to provide spaces where pupils/staff/parents are able to access to explore possibilities</p>	<p>DT in the world of work? Collaboration with Mayflower Parents who have technology at the heart of their everyday lives/jobs.</p>	20%	<p>Pupils will create quality outcome good enough to share. They will have opportunities to share locally, nationally, and globally.</p> <p>Families will create content good enough to share locally, nationally, and globally.</p> <p>Adults will inspire and empower the school community. Creating aspiration and opportunity for shared experience – leads to increased employability.</p>







D&T		Year 1															
		Term 1		Term 2		Term 3		Term 4		Term 5		Term 6					
Year 1	Puppets (Joining materials, construction)	Toys - Moving mechanisms/Kites (Joining materials, construction)		Lollipop stick houses or streets/Bridges (Purposeful Design)		Map design/Boats to escape (Purposeful design)		Paper weaving landscapes or seascapes		Food		Food					
		Year 2	Making tools for a purpose (Joining materials, construction, reflection)		Making a mini road, mosaics, pots (Purposeful design)		Volcano models, Pompeii story; Food (Joining materials, construction, purposeful design)		SATS		Food						
			Year 3	Boats - How to cover and make water resistant (Purposeful design, joining materials, construction)		Food		Design a water cycle, make a biome, make a physical feature from the local area (Purposeful design, joining materials, construction)									
				Year 4	Reconstruction of streets in the area to scale, moving mechanism toys (Purposeful design, joining materials, construction)		Ceramic tiles or making clothes/accessories (Purposeful design)		Animals and puppets. Modelling plants for class rainforest (Purposeful design, joining materials, construction)								
					Year 5	Memorable scrapbook or visual diary WW2 (Reflection, purposeful design)		School Study		School Study							
						Year 6			School Study		School Study		Board Games (Purposeful design)				

- Wave 2**
D&T/STEM related books and D&T resources/kits sourced and sold in bookshop
- Wave 1**
Community D&T Newsletter (Sway)
- Wave 1**
Parent Workshops – Demonstrating Design in Action
- Wave 4**
Relationship/links with local college and businesses – families able to access skills e.g. mechanics, building, engineering e.g. PCC Building Buddies
- Wave 3**
D&T Club – See design principles in action, real-life problem solving. Pupil visit to Drake’s Island, Ikea,
- Wave 1**
Family Workshop – Christmas Cake Baking (3 weeks)
- Wave 1**
Family Workshop – Cooking Workshop
- Wave 2**
D&T equipment ‘loan’ scheme
- Wave 4**
Spaced practice areas for each year group
- Wave 5**
D&T Project shares – narrated PowerPoint/Sway. Pupils to share design process via social media
- Wave 5**
D&T in the world of work? Collaboration with Mayflower parents who have technology at the heart of their everyday lives/jobs
- Wave 5**
Collaboration with external facilities to provide spaces for pupils/staff/parents able to access and explore possibilities

How are our 5 Waves of Engagement used to achieve better outcomes in Art



Mayflower Community Academy's '5 Waves of Engagement' are cross referenced against EEF's 3 tiered approach to organising Pupil Premium Spend (Teach, Targeted Academic Support and Widening Strategies). The table below details how these tiers are prioritised, and resource structured to achieve priorities and reach intended goals.

Image	Wave	Intention	Driving Vocabulary	Looks Like Pupils	Looks Like Adults	Time + £	Intended Impact Pupils	Intended Impact Adults
	1	Family Engagement EEF Wider strategies	Sign up	Parent Workshops – What will your children learn in Art at Mayflower? Prospectus Community events – Art and Music Festivals	Parent Workshops – What will your children learn in Art at Mayflower? Prospectus Community events – Art and Music Festivals	5%	Families will be excited and enthused by the Art diet we offer at Mayflower.	Families will be excited and enthused by the Art diet we offer at Mayflower
	2	Attendance EEF Wider strategies	Step up to the mark	We provide an engaging and exciting curriculum, encouraging creativity and critical thinking. Pupils will be excited to take an active role in their art sessions and to share their outcomes at the end of each project.	Pupils will be excited to share their outcomes at the end of each project with a wider audience – including their families.	5%	Pupil attendance will increase.	Families celebrate their children's learning in Art – pupil outcomes improved due to parent support and engagement,
	3	Engage & widening experiences EEF Teaching	Engage and experience	<u>Trips</u> Kaya art gallery links – Chris Warne is interested in working with our pupils, particularly surrounding our project shares. Existing links with Market Hall and RIO to provide wider opportunities for art in a variety of contexts. Existing links with Plymouth University and Ocean Studios. <u>Experts</u> We have links with a wide variety of artists which may QA pupil outcomes.		20%	Pupils will be engaged in their projects and make progress as a result. Pupils will be exposed to wider range of opportunities than they would usually have access to.	
	4	Accelerate progress EEF Targeted Academic Support	Attend and focus	Spaced Practice areas for each year group, enabling pupils to make progress in skills they have encountered, but not yet mastered. They also provide opportunities to revisit and retrieve skills from previous terms and year groups to ensure their learning sticks.		50%	Children will make accelerated progress and will be able to recall present knowledge, previous knowledge and make links between these.	



5

Empowering others
EEF Wider strategies
EEF Targeted Academic Support

Create, share, empower

Art Club – Pupils in year 4 were provided with the opportunity to explore a range of media outside of the curriculum and beyond the school day (wave 3). They then shared their art at a creative arts workshop where they were able to teach what they had learned to the community (coachee2coach)
Art and Music festivals enabling children to share what they have created and communicate what they have learned

Families able to enjoy Art and Music festivals enabling children to share what they have created and communicate what they have learned

20%

Children will have the opportunity and platform to share their high-quality outcomes beyond the academy and pass their skills and knowledge on to the rest of their community.




Empowered by skills learnt from the children and experts that engage with the school.

Art & Design	Year 1					
	Term 1		Term 2		Term 3	
Year 1	Portraits (Painting, Drawing, Colour, Line)		Collage linked to famous historical person (Colour, textures)		Colour mixing linked to hot and cold countries (Colour wheel, painting, colour)	
Year 2	Brian Pollard - Local Area (Drawing, painting, colour, line, shape, colour wheel)		Fire pictures - silhouettes (painting, colour, line, shape, colour wheel)		Andy Warhol (colour, digital art, shape)	
Year 3	Beads, Jewellery, Cave Painting, Drawing, Sculpture		Mosaics (Drawing, painting, colour wheel, sculpture, pattern, colour, shape)		Photo Montage Landscape (Drawing, painting, digital media)	
Year 4	Weaving and Dragon Eyes (Drawing, painting, colour wheels, print, textiles, pattern, colour, line and shape)		Artefacts (Sculpture and Pottery)		Turner Sea Scope - Junk Modelling (Drawing, painting, colour wheel, colour)	
Year 5	Paul Kelp, Lowry, William Morris (Drawing, painting, colour wheel, collage, print, pattern)		Mosaics (Sculpture, pattern, shape)		Romero Britto (Drawing, painting, colour wheel, pattern, colour, line, shape)	
Year 6	Characters of leaders and Blitz (Drawing, painting, colour wheel, colour, line)		School Study	School Study	School Study	School Study

- Wave 2**
Pupils will be excited to share their outcomes at the end of each project – wider audience inc. families.
- Wave 1**
Parent Workshop: What will your child learn at Mayflower?
- Wave 4**
Space Practice Areas (every year): Progress in skills encountered not yet mastered.
- Wave 3**
Existing Links with Plymouth University and Ocean Studios (e.g. Printing Session).
- Wave 3**
Plymouth Artist Trail and The Big Draw – pupil and parent involvement.
- Wave 1**
Parent and Pupil Poppy workshop – sculpture for Remembrance service
- Wave 5**
Art Club (Year 4) – exploring art beyond the curriculum and school day, pupil shared art Coachee2Coach.
- Wave 3**
Links with Experts – QA Pupil Outcomes.
- Wave 1**
Community Event: Art and Music Festivals.
- Wave 5**
Art and Music Festivals – enabling pupils to share what they have created and communicate what they have learnt.
- Wave 3**
Links with Market Hall and RIO – experience of art in different contexts
- Wave 1**
Community Event (Diversity Gala) : Art and Music Festivals to connect with the community.
- Wave 3**
Art Club Art Trip – St Ives. Learning beyond the classroom, inspired by experts.

How are our 5 Waves of Engagement used to achieve better outcomes in History and Geography

Mayflower Community Academy's '5 Waves of Engagement' are crossed referenced against EEF's 3 tiered approach to organising Pupil Premium Spend (Teach, Targeted Academic Support and Widening Strategies). The table below details how these tiers are prioritised, and resource structured to achieve priorities and reach intended goals.

Image	Wave	Intention	Driving Vocabulary	Looks Like for Pupils	Looks Like for Adults	Time + £	Intended Impact Pupils	Intended Impact Adults
	1	Family Engagement EEF Wider strategies	Sign up	Parent Workshops – What will your children learn in History and Geography at Mayflower? Prospectus	Parent Workshops – What will your children learn in History and Geography at Mayflower? Prospectus	5%	Families will be excited and enthused by the History and Geography diet we offer at Mayflower.	
	2	Attendance EEF Wider strategies	Step up to the mark	Chronology resources sold in our bookshop Selected whole class Historical and Geographical texts sold in our bookshop A catalogue of wider texts available on our online bookshop and beyond Selected age-appropriate maps sold in our bookshop	Chronology resources sold in our bookshop Selected whole class Historical and Geographical texts sold in our bookshop A catalogue of wider texts available on our online bookshop and beyond Selected age-appropriate maps sold in our bookshop	5%	Children will have the tools and resources to attend to and focus on their learning throughout the school day and beyond.	Families will have access to additional resources to support children with learning beyond the school day at home.
	3	Engage & widening experiences EEF Teaching	Engage and experience	Experiences which enable the growth of complexity of key concepts and strengthens the inextricable link between History and Geography. For example, Settlement and Civilization. Example of experience: Year 1 children to visit a Care Home to receive/experience a first-hand account of life in the past and expose children to how our city has changed.	Example of experience: Year 1 children to visit a Care Home to receive/experience a first-hand account of life in the past and expose children to how our city has changed.	20%	Children's historical and geographical diet will be rich with engaging and purposeful experiences. Such experiences will enable the growth of complexity of key concepts and strengthen the inextricable link between History and Geography.	Families will have the opportunity to support and enrich their child's learning by sharing their and older family member's own experiences to bring history to life.





4

Accelerate progress
EEF Targeted Academic Support

Attend and focus

Recall opportunities (Vlogging and HLTA led groups) – specialist teaching groups with targeted children

Extended Day Opportunities to secure and develop historical and geographical skills

50%

Children will make accelerated progress and will be able to recall present knowledge, previous knowledge and make links between these.



5

Empowering others
EEF Wider strategies
EEF Targeted Academic Support

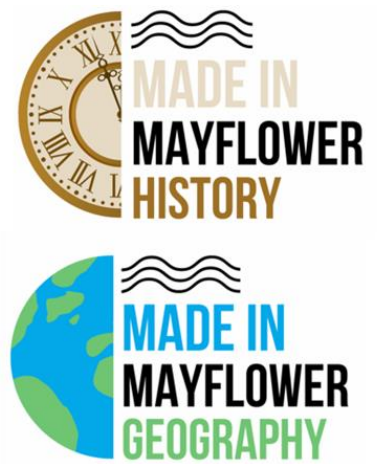
Create, share, empower

Collaboration with Plymouth University and local secondary schools to QA Knowledge & Skills

Collaboration with The Box to capture and share children’s knowledge, skills and outcomes

20%

Children will create quality outcomes good enough to share. Children will have the opportunity and platform to share such outcomes beyond the academy.



History and Geography

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

Wave 4

Extended day opportunities – secure and develop historical and geographical skills

Wave 1

Parent Workshop: What will your children learn in History and Geography this year?

Wave 2

Bookshop

Chronology resources sold

Selected Historical and Geographical texts

Catalogue of wider texts available to buy

Selected age-appropriate maps available

Tools and resources available to all children so that they can attend & focus on learning

Wave 4

Recall opportunities – vlogging, HLTA led groups

Wave 5

Collaboration with local secondary schools and Plymouth University – QA knowledge and skills – children create quality work good enough to share

Wave 3

Experiences which enable and enrich first hand knowledge – Yr 1 visit to care home – how has our city changed?



Wave 5

Collaboration with The Box – to capture and share children’s knowledge, skills and outcomes beyond the school.



How are our 5 Waves of Engagement used to achieve better outcomes in PE?

Mayflower Community Academy’s ‘5 Waves of Engagement’ are cross referenced against EEF’s 3 tiered approach to organising Pupil Premium Spend (Teach, Targeted Academic Support and Widening Strategies). The table below details how these tiers are prioritised, and resource structured to achieve priorities and reach intended goals.

Image	Wave	Intention	Driving Vocabulary	Looks Like	Time + £	Intended Impact
	1	Family Engagement EEF Wider strategies	Sign up	<ul style="list-style-type: none"> • PAFC (Nursery) • Wicketz • Fit&Fed • Home learning links to Real PE • Padlet • PE Portfolio • Sports Day • Parent workshops – Real PE • Parent workshops – FMS/Health • Parent workshops – Wicketz <p>Families are aware of and have access to the drivers of PE plus further resources to promote engagement e.g., after-school clubs</p>	5%	All families can find and access key resources and provision that enables them to engage in PE and Sport provision at Mayflower.
	2	Attendance EEF Wider strategies	Step up to the mark	<ul style="list-style-type: none"> • PAFC • Wicketz • Fit&Fed • Football Club • Tag Rugby Club • ProActive • Mini-netters • Home learning links to Real PE • Gym Bubbas - EYFS • Real PE – Social skills etc <p>Pupils are aware of the expectations of PE and Sport. They come to school ready to learn on a PE day and are aware of the importance of a healthy and active lifestyle. Behaviour in PE is of a high quality. Pupils know what they are learning and what they need to do to improve. They enjoy accessing extra-curricular clubs that meet their needs.</p>	5%	Pupils are engaged and enjoy PE and Sport at MCA. They have the tools and learning to make progress across all areas of PE.



3

Engage & widening experiences
EEF Teaching

Engage and experience

- PAFC
- Wicketz
- Sustrans
- Football Club
- Tag Rugby Club
- ProActive
- Mini-netters
- Home learning links to Real PE
- Gym Bubbas - EYFS
- Competitions

20%

All pupils at MCA will have the opportunity to experience a broad range of activities linked to PE and Sport.

Throughout their time at MCA, pupils are offered a wide range of opportunities, both within the school day and extended day time.



4

Accelerate progress
EEF Targeted Academic Support

Attend and focus

- PAFC
- Wicketz
- Sustrans
- Home learning links to Real PE
- Gym Bubbas – EYFS
- PE TA targeted groups

50%

Pupils at MCA are supported to reach ARE+ across all areas of PE.

Pupils that are identified as having gaps in knowledge and/or ability are supported to close gaps and reach ARE and beyond.



5

Empowering others
EEF Wider strategies
EEF Targeted Academic Support

Create, share, empower

- Parent workshops – Real PE
- Parent workshops – FMS/Health
- Parent workshops – Wicketz

20%

Parents are encouraged to engage with PE at MCA, to help them support their child/ren in their physical development. They feel confident to lead sessions that therefore also empower others.



PE

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

Waves 1 and 2

PAFC (Nursery)
Wicketz
Fit & Fed
Home Learning Links to Real PE
Padlet
PE Portfolio



Parents Workshops: Real PE, FMS/Health/Wicketz



Families are aware and have access to drivers of PE and further resources to promote engagement. Pupils and their families are aware of the expectations of PE and sport. They come to school ready to learn on a PE day and are aware of the importance of a healthy lifestyle.



Wave 3

Pupils are offered a wide range of opportunities through the school year within school day and extended day opportunities.



Wave 4

Pupils identified as having gaps in knowledge/ability supported to close gaps to reach ARE and beyond.



Wave 5

Parents encouraged to engage with PE and MCA – parent workshops help them to support their child in physical development and confidence. Children encouraged to leads sessions for peers.



Wave 1

Sports Day

How are our 5 Waves of Engagement used to achieve better outcomes in (Religious Education)?



Mayflower Community Academy's '5 Waves of Engagement' are cross referenced against EEF's 3 tiered approach to organising Pupil Premium Spend (Teach, Targeted Academic Support and Widening Strategies). The table below details how these tiers are prioritised and resource structured to achieve priorities and reach intended goals.

Image	Wave	Intention	Driving Vocabulary	Looks Like	Time + £	Intended Impact
	1	Family Engagement EEF Wider strategies	Sign up	<p>Family questionnaires about religious and cultural practices to be used as classroom resource.</p> <p>RE subject video explaining the intent, impact and implementation of the curriculum.</p> <p>RE LAT-wide competition outcome to be an exhibition of work.</p>	5%	<p>Families participate and share children's learning.</p> <p>To provide a clear overview of teaching and learning.</p> <p>Families are welcomed into the academy to share pupils' learning.</p>
	2	Attendance EEF Wider strategies	Step up to the mark	<p>Initial parent meetings for new pupils will have questions that underline the school's ethos of respect for diversity.</p> <p>RE subject video explaining the intent, impact and implementation of the curriculum.</p> <p>Family questionnaires about religious and cultural practices to be used as classroom resource.</p>	5%	<p>Parents will understand that the academy has an inclusive ethos and celebrates cultural diversity.</p> <p>Parents will feel encouraged to join Mayflower.</p>
	3	Engage & widening experiences EEF Teaching	Engage and experience	<p>Visitors from different religious and worldview perspectives (Christian, Muslim, Hindu, Jewish and Humanist).</p> <p>Visits to places of worship (churches, mosques and synagogue).</p> <p>RE LAT-wide Competition: pupils produce art, poetry or presentations on a given theme.</p> <p>Parent focus group consisting of individuals from a range of religious and non-religious backgrounds to discuss and enhance current provision in RE.</p> <p>Parent focus group consisting of individuals from a range of religious and non-religious backgrounds to discuss and enhance current provision in RE.</p>	20%	<p>To widen and deepen children's understanding of diversity within and across world religions.</p> <p>To develop children's ability to reflect on and empathise with different lived experiences.</p> <p>To widen children's experience of RE beyond the academy.</p> <p>Pupils across the LAT share their learning.</p> <p>Parents provide different levels of expertise to support teaching and learning in RE.</p>
	4	Accelerate progress EEF Targeted Academic Support	Attend and focus	<p>Pupil Ambassadors representing the different religious and non-religious viewpoints in the academy to share their experiences with other pupils.</p>	50%	<p>Parents provide different levels of expertise to support teaching and learning in RE.</p> <p>Pupils will have the opportunity to explore different perspectives within single religions e.g., Christianity.</p>
	5	Empowering others EEF Wider strategies EEF Targeted Academic Support	Create, share, empower	<p>Parents leading workshops on different aspects of their religious, non-religious and cultural beliefs.</p>	20%	<p>Empowering individuals from the wider community to share their knowledge.</p>



Wave 1

Family questionnaires about religious and cultural practices – used as classroom resource.
RE subject video to explain intent, impact, implementation of curriculum.



Wave 4

Pupil ambassadors – representing different religious and non-religious groups throughout the school.



Wave 2

Initial parent meetings for new pupils – answer questions that underline school ethos and respect for diversity.



Wave 3

Parent ‘Diversity’ group – different cultural, religious background – sharing experience in Diversity Newsletter



Wave 3

Visitors from different religious and worldview perspectives – discuss and enhance current provision.



Wave 5




Parents leading workshops on different aspects of their religious, non-religious and cultural beliefs.



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	Year 1 What does it mean to belong to a faith community? Who is Muslim and how do they live?	Christians believe God is like? Why does Christmas matter to Christians?	Who is Jewish and how do they live? Who is Muslim and how do they live? Part 2	Why does Easter matter to Christians?	Who do Christians say made the world?	How should we care for the world and others, and why does it matter?
	Year 2 What do Christians learn from the Creation story? Who is Muslim and how do they live?	What is it like for someone to follow God? Christmas matter to Christians?	Gow do festivals and worship show what matters to Muslim? Who is Muslim and how do they live? Part 2	Why do festivals and family life show what matters for Jewish people? Why does Easter matter to Christians?	What kind of world did Jesus want? 'good news' Christians believe Jesus brings?	How and why do people try to make the world a better place? What makes some places sacred to believers?
	Year 3 What is the 'Trinity' and why is it important for Christians? What does it mean if Christians believe God is holy and loving?	What do Hindus believe God is like? Why do Hindus want to be good?	What does it mean to be Hindu in Britain today? Gow do festivals and worship show what matters to Muslim?	Why do Christians call the day Jesus dies 'Good Friday'? Why does Easter matter to Christians?	For Christians, when Jesus left, was the impact of Pentecost? What is the 'good news' Christians believe Jesus brings?	How and why do people mark the significant events of life? What makes some places sacred to believers?
	Year 4 What does it mean if Christians believe God is holy and loving?	Why do Hindus want to be good?	What does it mean to be a Muslim in Britain today?	Why do Christians believe Jesus was the Messiah? Why does Easter matter to Christians?	Christians and how to live: "What would Jesus do?" What is the 'good news' Christians believe Jesus brings?	How and why do people mark the significant events of life? What makes some places sacred to believers?
	Year 5 Creation and science: conflicting or complementary?	Why is the Torah so important to Jewish people?	Why do some people believe in God and some people not?	What do Christians believe Jesus did to 'save' people?	For Christians, what kind of king is Jesus?	How does faith help people when life gets hard?
	Year 6 Creation and science: conflicting or complementary?	Why is the Torah so important to Jewish people?	Why do some people believe in God and some people not?	What do Christians believe Jesus did to 'save' people?	For Christians, what kind of king is Jesus?	How does faith help people when life gets hard?

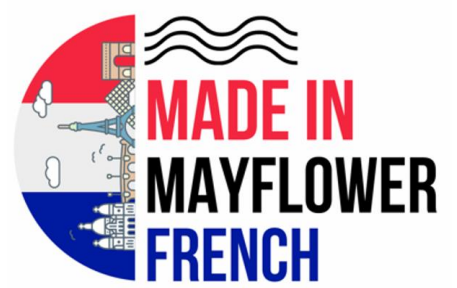
How are our 5 Waves of Engagement used to achieve better outcomes in French?

Mayflower Community Academy's '5 Waves of Engagement' are cross referenced against EEF's 3 tiered approach to organising Pupil Premium Spend (Teach, Targeted Academic Support and Widening Strategies). The table below details how these tiers are prioritised, and resource structured to achieve priorities and reach intended goals.

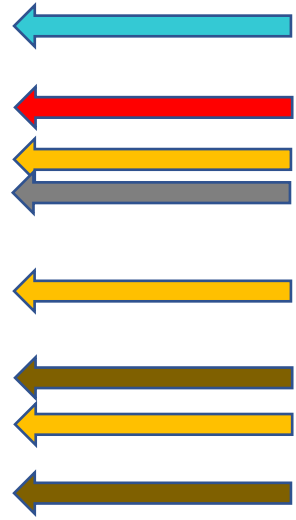


Image	Wave	Intention	Driving Vocabulary	Looks Like	Time + £	Intended Impact
	1	Family Engagement EEF Wider strategies	Sign up	<p>Family questionnaires about languages to be used as a classroom resource</p> <p>French subject video on school website explaining the intent, implementation, and impact.</p> <p>Languages Day – inviting parents in to support and lead sessions.</p>	5%	<p>To create links and identify families that can support learning.</p> <p>To provide a clear overview of teaching and learning.</p> <p>Experts to share their knowledge with children.</p>
	2	Attendance EEF Wider strategies	Step up to the mark	<p>French subject video on school website explaining the intent, implementation, and impact.</p>	5%	<p>Parents will be informed on Language teaching and encouraged to join Mayflower.</p>
	3	Engage & widening experiences EEF Teaching	Engage and experience	<p>Family questionnaires about languages to be used as a classroom resource.</p> <p>French club – Kidslingo extra-curricular learning.</p> <p>Links being created with secondary school to form links with KS3 teachers and students. Create coach to coachee experiences.</p> <p>Languages Day – September. Each class/year learning about a country and language to create a video/presentation to be shared with the wider community.</p>	20%	<p>To widen and deepen children's understanding of languages and diversity within our school.</p> <p>To offer extra tuition from a specialist teacher.</p> <p>To offer peer and specialist teaching from those with more experience. To support teachers. Widen children's understanding of learning a language and subject progression.</p> <p>To widen and deepen children's understanding and appreciation for diversity and</p>

						other cultures. Comparing to their own experiences.
	4	Accelerate progress EEF Targeted Academic Support	Attend and focus	French club – Kidslingo extra-curricular learning. Links being created with secondary school to form links with KS3 teachers and students. Create coach to coachee.	50%	Targeted PP children invited to develop oracy and confidence across multiple languages. To expose children to specialist teaching and those with more advanced subject knowledge.
	5	Empowering others EEF Wider strategies EEF Targeted Academic Support	Create, share, empower	Languages Day – September. Parents leading sessions on their language and country.	20%	Empowering individuals from the wider community to share their cultural backgrounds and language.

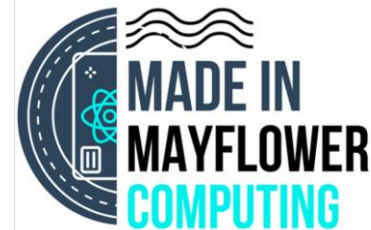


- Wave 1**
Family questionnaires about languages to be used as a classroom resource.
- Wave 2**
French subject video on website, to explain intent, implementation and impact.
- Waves 3 and 5**
Languages Day – each class/year learning about a country and language to present to wider community. Parents encouraged to lead sessions on their language and country.
- Wave 3**
Links created with secondary school to form links with KS3 teachers and pupils. Create Coach2Coachee experiences.
- Wave 4** Expose children to specialist teaching and those with more knowledge to extend learning.
- Wave 3**
French Club – Kids Lingo – extra-curricular learning
- Wave 4**
French Club – Kids Lingo – extra-curricular learning – targeted PP children invited to develop oracy and confidence across multiple languages.






MFL (French)		Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Year 1													
Year 2													
Year 3	Greetings, days and months, self-introductions, classroom objects, simple body parts and instructions, Christmas					Numbers and Age, Home, Family, Easter					Colours and opinions, Food, Capital City		
Year 4	Greetings, adjectives, weather and seasons, More about numbers and birthdays, Christmas					Numbers and Age, Home, Family, Easter					Food and shopping/café, houses, opinions and adjectives		
Year 5	Classroom instructions, body and colours, more about weather, pastimes and opinions					More about animals, directions, jobs, more about number (0-100), Easter/festival.					Telling the time, clothing, More about food and opinions - ice cream! Holidays, festivals		
Year 6	Countries of the world, shops, school day in France, transport					School Study	School Study			School Study		Architecture, landmarks/towns, directions	

How are our 5 Waves of Engagement used to achieve better outcomes in Computing



Mayflower Community Academy's '5 Waves of Engagement' are cross referenced against EEF's 3 tiered approach to organising Pupil Premium Spend (Teach, Targeted Academic Support and Widening Strategies). The table below details how these tiers are prioritised, and resource structured to achieve priorities and reach intended goals.

Image	Wave	Intention	Driving Vocabulary	Looks Like for Pupils	Looks Like for Adults	Time + £	Intended Impact Pupils	Intended Impact Adults
	1	Family Engagement EEF Wider strategies	Sign up	Parent Workshops – What will your children learn in Computing at Mayflower? Prospectus Community events – workshops	Parent Workshops – What will your children learn in Computing at Mayflower? Prospectus Community events – workshops	5%	Families will be excited and enthused by the computing diet we offer at Mayflower.	Families will be excited and enthused by the computing diet we offer at Mayflower.
	2	Attendance EEF Wider strategies	Step up to the mark	We provide an engaging and exciting curriculum, encouraging creativity and critical thinking. Pupils will be excited to take an active role in their computing sessions.		5%	Pupil attendance will increase.	
	3	Engage & widening experiences EEF Teaching	Engage and experience	<u>Trips</u> STEM/ Babcock – workshops/ trips to Babcock. Wondershops – Coding trips First Lego league – competition Existing links with Market Hall and RIO to provide wider opportunities in a variety of contexts. Existing links with Plymouth University. <u>Experts</u> We have links with a wide variety of industry experts which may QA pupil outcomes.		20%	Pupils will be engaged in their projects and make progress as a result. Pupils will be exposed to wider range of opportunities than they would usually have access to.	
	4	Accelerate progress EEF Targeted Academic Support	Attend and focus	Spaced Practice areas for each year group, enabling pupils to make progress in skills they have encountered, but not yet mastered. They also provide opportunities to revisit and retrieve skills from previous terms and year groups to ensure their learning sticks.		50%	Children will make accelerated progress and will be able to recall present knowledge, previous knowledge and make links between these.	



5

Empowering others
EEF Wider strategies
EEF
Targeted Academic Support

Create, share, empower

Computing leadership workshops – coach to coachee partnership.
Competition – children compete in robotics coding.

Parents to lead e safety days.
Parent experts identified within our school community via questionnaire.

20%

Children will have the opportunity and platform to share their high-quality outcomes beyond the academy and pass their skills and knowledge on to the rest of their community.

Families empowered to deliver e-safety message to children at the school.

Parents share expert knowledge with pupils.

Computing		Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Year 1	Digital Literacy	Digital Literacy	Information Technology	Digital Literacy	Digital Literacy	Computer Science	Computer Science	Digital Literacy	Digital Literacy	Digital Literacy	Information Technology	Information Technology	Information Technology
Year 2	Digital Literacy	Digital Literacy	Computer Science	Digital Literacy	Digital Literacy	Computer Science	Computer Science	Digital Literacy	Digital Literacy	Digital Literacy	Information Technology	Information Technology	Information Technology
Year 3	Digital Literacy	Digital Literacy	Information Technology	Digital Literacy	Digital Literacy	Computer Science	Computer Science	Digital Literacy	Digital Literacy	Digital Literacy	Information Technology	Information Technology	Information Technology
Year 4	Digital Literacy	Digital Literacy	Computer Science	Digital Literacy	Digital Literacy	Computer Science	Computer Science	Digital Literacy	Digital Literacy	Digital Literacy	Information Technology	Information Technology	Information Technology
Year 5	Digital Literacy	Digital Literacy	Computer Science	Digital Literacy	Digital Literacy	Computer Science	Computer Science	Digital Literacy	Digital Literacy	Digital Literacy	Information Technology	Information Technology	Information Technology
Year 6	Digital Literacy	Information Technology	School Study	School Study	School Study	Computer Science	Computer Science	Digital Literacy	Digital Literacy	Digital Literacy	Information Technology	Information Technology	Information Technology



Wave 1

Digital Workshops – What will your children learn in Computing at Mayflower?



Wave 2

Engaging and exciting curriculum, encouraging creativity and critical thinking



Wave 3

Market Hall / RIO links – Learning from experts



Wave 3

STEM/Babcock workshops



Wave 3

Wondershops – Coding trips



Wave 3

First Lego League - Competition



Wave 5

Computer leadership sessions – Coachee2Coach




Wave 5

Robotics coding competition for pupils

Mayflower Community Academy's '5 Waves of Engagement' are cross referenced against EEF's 3 tiered approach to organising Pupil Premium Spend (Teach, Targeted Academic Support and Widening Strategies). The table below details how these tiers are prioritised, and resource structured to achieve priorities and reach intended goals.

How are our 5 Waves of Engagement used to achieve better outcomes in Music?

Image	Wave	Intention	Driving Vocabulary	Looks Like for Pupils	Looks Like for Adults	Time + £	Intended Impact Pupils	Intended Impact Adults
	1	Family Engagement EEF Wider strategies	Sign up	Parent Workshop	Parent Workshop	5%	Sharing the benefits and power of music on a child's all-round education and wellbeing.	Sharing the benefits and power of music on a child's all-round education and wellbeing. Improved adult wellbeing – sharing, enjoying, exploring.
				EYFS Sing and Play	EYFS Sing and Play			Family engagement in a safe environment.
				Nativity	Nativity			Demonstration of the benefits of nursery rhymes on early childhood development.
				Family Questionnaire	Family Questionnaire			Develop an understanding of musical opinions and expertise across our school community. Deliver music in line with talents and interests, wants, and needs of our school community, make our musical offering rich, varied, and relevant.



2

Attendance
EEF Wider
strategies

Step up to the
mark

Children's Choir 'Blokes that Sing'
male choir.

KS1 School Musical North Prospect
Community Choir

Carol Concert

Website Portfolio
Music Video
explaining Intent,
implementation and
impact of music at
Mayflower

Website Portfolio
Music Video
explaining Intent,
implementation
and impact of
music at
Mayflower

5%

Increase musical ability, collaboration and
singing experiences of the children.

Providing a safe and comfortable
environment for younger children to
engage in the arts with a light touch
approach to performance.

To perform in a safe environment within
the local community.

Parents gain an understanding of music at
Mayflower and feel encouraged to send
their children to a school with an
established music curriculum.

BTS/NPCC -Increase musical ability,
collaboration, and experiences of
male only and mixed groups of
adults in the community. Increase
and improve mental health and
wellbeing through enjoyment and
sharing of musical experience.

Parents able to engage with the arts.

Parents gain an understanding of
music at Mayflower and feel
encouraged to send their children to
a school with an established music
curriculum.



3

Engage &
widening
experiences
EEF Teaching

Engage and
experience

NPCC Community
Choir

Blokes Who Sing

Festival of Music and
Arts

Christmas Carol
Concert

Rock Project
Family Jam

20%

Provide a community event that shares,
celebrates the diversity of music and art
we have in the school and its wider
community.

Bringing creative performance groups
across the city and beyond together to
engage in the arts collaboratively.

Providing experiences for children to
watch, interact with and gain
understanding of a wider performance
community beyond their own postcode.

Provide performance experiences away
from familiar and local community venues
and audiences.

Offer a social network that
encourages open communication
and support between both
members, community members and
leaders.



Provide a space within the
community for social prescription.

Family Jam – providing an
opportunity for parents to enjoy and
experience music in a safe and
familiar environment with their
children.

Theatre experiences

Provide performance experiences
for families away from familiar and
local community venues and



			Performances in larger, unfamiliar venues	Performances in larger, unfamiliar venues		Providing different musical and cultural perspectives in performance for pupils.	audiences – community beyond their own postcode.
			Online Global Concert linking two communities making international performance links				Providing different musical and cultural perspectives in performance for families.
				Collaborations with other music organisations to deliver projects and workshops linked to curricular objectives			
				Rock Project targeting gifted musicians			Provide external expertise to our children to deliver curricular objectives from a different perspective and medium.
	4	Accelerate progress EEF Targeted Academic Support	Attend and focus	Small group drum lessons (delivered by James Uzzell) after school Wednesdays before The Rock Project.	50%	Providing targeted experiences for children and families who show a deeper interest in instrument tuition led by wider community expertise.	
				Online Digital Portal of Learning with 24hr Access	Online Digital Portal of Learning with 24hr Access		A portal of learning via Teams that allows children to develop their in- school curricular objectives during the week.
				Monday Morning targeted singing tuition			Expert coaching for singers who have performed with the choir for an extended period and show encouragement to further develop their singing.
	5	Empowering others EEF Wider strategies	Create, share, empower	Coachee 2 Coach	Singing leaders within the community, Members of NPCC, BWS, other	20%	Pupils will have the opportunity to develop their understanding of music by delivering targeted intervention and coaching to other pupils across the academy.
							Parents, choir members and community performers empowered to deliver workshops, targeted intervention in music and singing across the school and beyond.



EEF Targeted
Academic
Support

choirs and
instrumentalists
to deliver music
engagement
sessions

Parents, choir members and community
performers to deliver workshops, targeted
intervention in music and singing across
the school and beyond.





- Wave 4**
Small group music lessons – Drums, vocals – extended school day opportunities
- Wave 2**
Website portfolio/Subject social media page – explain intent, implementation and impact at Mayflower
- Wave 1**
Parent Workshop – sharing benefits and power of music on child’s all-round education and wellbeing – sharing, enjoying, exploring
- Wave 2**
‘Blokes that Sing’ male choir, ‘North Prospect Community Choir’ – Increase musical ability, collaboration, light-touch approach.
- Wave 1**
Family Questionnaire – develop understanding of musical expertise and opinions across school community. Deliver music in line With talents and interests of school – make our school offering rich, varied and relevant.
- Wave 1**
EYFS Sing and Play – pre school setting engagement – safe, familiar environment. Demonstration of benefits of nursery rhymes on early childhood development.
- Wave 3**
Family Jam Saturdays – safe environment, hands-on. Parents and pupils exploring music together.
- Wave 1**
Nativity Performance – improved pupil/adult wellbeing. Sharing, enjoying.
- Wave 3**
Community events that shares, celebrates diversity of music and art within school and wider community.
- Wave 3**
Festival of Music and Art : Bring creative performance groups across the city and beyond together – social prescription.
- Wave 3**
Opportunities for pupils/parents to watch, interact, gain understanding of wider performance community beyond school postcode
- Wave 3**
Opportunities for pupils/parents to experience performance in unfamiliar venues – gain confidence.
- Wave 4**
External partners (Rock Project) identifying musical talent within school community – scholarship opportunities
- Wave 4**
Online digital portal of learning
- Wave 5**
Coachee2Coach – vocal experts in community sharing – BWS, NPCC. Engagement sessions run by instrumentalists/vocalists to empower community.

Music		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Sing with awareness of pulse and rhythm. Sing songs with limited pitch range	Sing expressively using loud and quiet/getting louder and quieter					
Year 2		Playing instruments with expression, confidence and control					
Year 3		Perform expressively with accuracy and awareness of others parts and interrelated dimension					
Year 4		Play with fluency and increasing expression. Maintain own part with awareness of how different parts fit together. Explore group arrangements and perform with left/right hand coordination. Sing in unison with clear direction.					
Year 5							
Year 6							




How are our 5 Waves of Engagement used to achieve better outcomes in PSHE?



Mayflower Community Academy's '5 Waves of Engagement' are cross referenced against EEF's 3 tiered approach to organising Pupil Premium Spend (Teach, Targeted Academic Support and Widening Strategies). The table below details how these tiers are prioritised, and resource structured to achieve priorities and reach intended goals.
















Image	Wave	Intention	Driving Vocabulary	Looks Like for Pupils	Looks Like for Adults	Time + £	Intended Impact for Pupils	Intended Impact for Adults
	1	Family Engagement EEF Wider strategies	Sign up	<p>Parent Workshops – PSHE lead and Wellbeing Champion share expertise with the wider community.</p> <p>Tea at Two-twitter live chat videos with influential guests</p> <p>Being Brilliant Zooms for parents (led by wellbeing expert)</p> <p>PSHE portfolio on our website for families to engage with as they wish.</p>	<p>Parent Workshops – PSHE lead and Wellbeing Champion share expertise with the wider community.</p> <p>Tea at Two-twitter live chat videos with influential guests</p> <p>Being Brilliant Zooms for parents (led by wellbeing expert)</p> <p>PSHE portfolio on our website for families to engage with as they wish.</p>	5%	Families will feel confident and supported by our Academy. Our doors are always open, and resources and tools have been put in place to help develop the whole child.	Families will feel confident and supported by our Academy. Our doors are always open, and resources and tools have been put in place to help develop the whole child.
	2	Attendance EEF Wider strategies	Step up to the mark	<p>Pupils take part in weekly JIGSAW PSHE sessions, regular team and individual management activities and attend weekly whole Academy assemblies. Here we reflect, celebrate, and recognise values and national events.</p> <p>Pupils are engaged in many after school opportunities which enhance their personal, mental, and physical development (Art, Sport, Music, Maths, Reading and many more).</p>		5%	Children will have the tools and resources to develop themselves throughout the school day and beyond. Quality PSHE will lead to children being able to function successfully in society.	



			School Council meet regularly and lead on whole school issues.					
	3	Engage & widening experiences EEF Teaching	Engage and experience	<p>Pupils are offered daily opportunities to engage in a variety of experiences linked to PSHE. Trips to care homes (reflecting on life in the past), visits to the Youth Council, leading Academy meetings and supporting visitors, sporting experiences, guest speakers and much more. All of these enrich the personal development of our pupils.</p>	<p>Families are offered regular opportunities to engage in a variety of experiences linked to PSHE (e.g., parenting workshops). All of these enrich the personal development of our families.</p>	20%	<p>Children's PSHE diet will be rich with engaging and purposeful experiences which benefit the whole child.</p>	<p>Families PSHE diet will be rich with engaging and purposeful experiences which benefit the whole family.</p>
	4	Accelerate progress EEF Targeted Academic Support	Attend and focus	<p>Recall learning. Can children answer questions based on their PSHE unit of work? Pupils to use floor books and vlogging areas to quiz one another and share learning.</p>		50%	<p>Children recall present and previous PSHE knowledge and make links between the JIGSAW spiral curriculum.</p>	
	5	Empowering others EEF Wider strategies EEF Targeted Academic Support	Create, share, empower	<p>Collaboration with Youth Parliament. Visitors lead and guide KS2 assembly. Experts lead after school clubs-sport based. Talented parents engage and deliver Art clubs and workshops. Community led galleries and choirs take place termly.</p>	<p>Talented parents identified and supported to engage and deliver Art clubs and workshops. Community led galleries and choirs take place termly.</p>	20%	<p>Children will create quality outcomes good enough to share. Children will have the opportunity and platform to share such outcomes beyond the Academy.</p>	<p>Parents enabled to share their special talents and interests with school community. They will create quality outcomes good enough to share. Parents will have the opportunity and platform to share such outcomes beyond the Academy.</p>






PSHE	
Year 1	Being Me in My School
Year 2	Being Me in My School
Year 3	Being Me in My School
Year 4	Being Me in My School
Year 5	Being Me in My School
Year 6	Being Me in My School



Term 1	 	<p>Wave 1 PSHE Parent Workshop – PHSE lead and Wellbeing Champion share expertise with wider community</p> <p>Wave 2 School Council – meet regularly</p>
Term 2	  	<p>Wave 1 Door always open policy – FSA/PSHE lead always available for parents to access with questions – resources and tool available to develop the whole child</p> <p>Wave 5 Talented parents identified via school survey and supported to deliver Art Club, Music, Story sessions for families.</p> <p>Wave 2 Pupils – weekly JIGSAW sessions. Weekly whole school assemblies – reflect, celebrate, recognise values and events nationally and internationally.</p>
Term 3	 	<p>Wave 1 'Being Brilliant' Zooms for parents, led by wellbeing expert</p> <p>Wave 1 PSHE portfolio shared on school website for all families to access – updates communicated via Sway in partnership with FSA.</p>
Term 4	  	<p>Wave 2 Rich variety of after school opportunities for pupils and parents – enhance personal, mental, physical development – e.g. Art, music, Pe, Reading.</p> <p>Wave 3 Parenting workshops and courses run in collaboration with FSA/external providers.</p> <p>Wave 3 Trips – care homes (reflect on life in the past), supporting visitors to school, sporting experiences, guest speakers – personal development and enrichment.</p>
Term 5	  	<p>Wave 4 Recall learning – vlogging, floor books, quizzes – time for reflection.</p> <p>Wave 5 Experts lead after-school sports activities – Wicketz, Plymouth Argyle.</p>
Term 6	 	<p>Wave 5 Collaboration with Youth Parliament.</p> <p>Wave 5 External visitors lead and guide KS2 assemblies.</p>

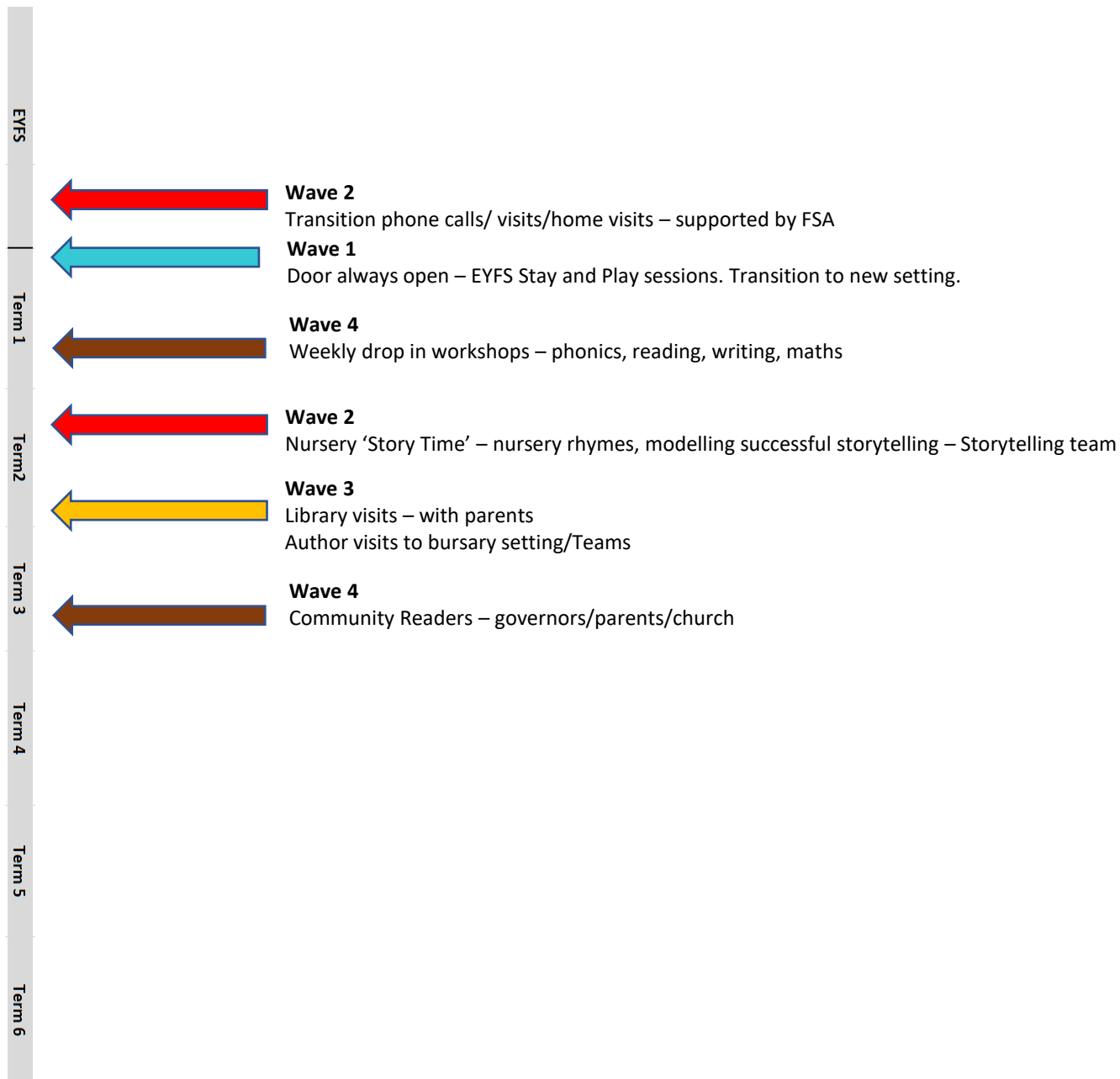
How are our 5 Waves of Engagement used to achieve better outcomes in EYFS?



Mayflower Community Academy's '5 Waves of Engagement' are cross referenced against EEF's 3 tiered approach to organising Pupil Premium Spend (Teach, Targeted Academic Support and Widening Strategies). The table below details how these tiers are prioritised, and resource structured to achieve priorities and reach intended goals.

Image	Wave	Intention	Driving Vocabulary	Looks Like for Pupils	Looks Like for Adults	Time + £	Intended Impact Pupils	Intended Impact Adults
	1	Family Engagement EEF Wider strategies	Sign up	Stay and Play sessions, Prospectus, Website, Advertising (social media).	Transition - Stay and Play sessions with parents.	5%	For parents to become more involved in school-life	Parents build trust, confidence, relationship with the staff, setting and peer parents.
	2	Attendance EEF Wider strategies	Step up to the mark	Nursery story times Transition phone calls, enhanced Transitions from other settings.	Nursery Coffee Mornings Nursery story times	5%	Children have an opportunity to play and to see their friends. Pupils feel confident and comfortable in their environment.	Parents strengthen relationships with other parents and nursery. Also feel supported to ask questions. Parents become more involved in school life. Story time – a chance to learn about how reading is taught at Mayflower. Better outcomes for children. Child's transition to Nursery is smooth and happy experience for child and parent.
	3	Engage & widening experiences EEF Teaching	Engage and experience	Library visits , author visits Plymouth Argyle fundamental skills	Library visits , author visits Plymouth Argyle fundamental skills	20%	To enable children to rapidly develop the skills necessary to engage with the curriculum, and	Child's skills increase.

							wider school experiences.		To engage parents in school involvement beyond the school day
	4	Accelerate progress EEF Targeted Academic Support	Attend and focus	Workshops – phonics, reading, writing, maths Community Readers	Workshops – phonics, reading, writing, maths Community Readers	50%		Pupils are supported by parents who have been provided with knowledge and skills to support children at home.	To provide parents with knowledge and skills to support children at home.
	5	Empowering others EEF Wider strategies EEF Targeted Academic Support	Create, share, empower	End of Project Shares 7 AofL Coach to Coachee		20%		To provide children with an opportunity to deepen their understanding through teaching visitors to each share.	



TO DO LIST

- Author visits
- Plymouth Argyle Fundamental Skills
- Nursery coffee mornings with FSA
- End of project shares
- 7 AofL Coachee2 Coach