

Mandale Mill Primary School
Pupil Premium Strategy 2015-2016

Broad Area and Issue to Address	Pupil Premium Focus	Action	Planned Impact Actual Impact	Monitoring of Effectiveness	Amount allocated
Inclusion Meeting the needs of all vulnerable students to enable progress to be made.	1:1 support for key vulnerable students	Facilitate access to the curriculum for targeted students to support with social and emotional well being.	All children to access National Curriculum entitlement in order to make progress. 1:1 support was provided for key students while EHC applications were made. Through personalising the curriculum to suit each individual child access to curriculum entitlement was maintained.	Half termly Pupil Progress Meetings conducted by DHT and TLR Teaching and Learning. Outcomes presented to HT.	£2,500
Including access to curriculum enrichment.	Access to curriculum enrichment	To ensure all disadvantaged children can access curriculum enrichment activities.	Increase in curriculum engagement from all children, promoting increased progress within learning. Subsidies were provided for academic visits, all children in school participated in all activities provided by respective year groups e.g. class visits such as Eden Camp and Beamish and a Roman soldier visiting school.	Half termly Pupil Progress Meetings conducted by DHT and TLR Teaching and Learning. Outcomes presented to HT. HT and DHT to monitor all visits to ensure all children area accessing the same experiences.	£5000
	Learning Mentor	To support full inclusion in terms of learning and enrichment activities.	All disadvantaged/vulnerable children to access quality first teaching within their classroom. Full access to enrichment activities. This position was not held for the duration of the year. Allocated spending was used to support the running of a comprehensive after school programme. Here all disadvantaged children who requested a place at one or more clubs was guaranteed a place. Enrichment activities included Multi Sports run by DF Coaching, Football Club, Youthy, Sewing Club, Computer Club. In terms of ensuring all vulnerable children had access to learning, this role was adopted by Deputy Head in conjunction with Behaviour Lead.	DHT to monitor uptake of enrichment activities.	£14,696

<p>Quality of Teaching</p> <p>To improve outcomes via high quality teaching and learning.</p>	<p>0.5 Deputy Head Teacher (PP Lead)</p>	<p>Analysis and evaluation of the progress of Pupil Premium children and ensure full inclusion via personalised provision.</p>	<p>Closing the gap between PPC and the rest of the cohort. Children accessing enrichment activities.</p> <p>Improved attendance and punctuality.</p> <p>Narrowing of the gap within Early Years, 22% increase in children achieving GLD, reducing gap from -40% to -9%.</p> <p>Year 1 Phonic Screening, 50% of Pupil Premium children achieved the required standard, this demonstrated an increase as only 42% of Pupil Premium children achieved the expected standard in reading at the end of Early Years.</p> <p>At Y2 and Y6, the gap cannot be compared to previous years. Disadvantaged children in both year groups performed better than other children within school when working at greater depth/higher standard. Performance in Years 3, 4 & 5 demonstrated a positive picture with aspects of attainment and progress within each year group where PP children are outperforming the rest of the cohort. Year 3: expected progress in reading and maths was better than other children. Year 4: writing progress and maths attainment was stronger. Year 5: disadvantaged children performed better in term of progress in reading and maths. Incidents of lateness for disadvantaged children were 16% less than other children in school.</p>	<p>Half termly monitoring.</p>	<p>£28,000</p>
	<p>Curriculum Reading</p>	<p>Purchase of guided and independent reading books in order to promote progress in reading across the school.</p>	<p>All children to make progress within reading.</p> <p>All children made progress in reading during this academic year. School also achieved end of KS2 floor standard for reading progress.</p>	<p>Half termly Pupil progress meetings conducted by DHT and TLR Teaching and Learning. Outcomes presented to HT.</p> <p>English Lead to monitor effectiveness termly.</p>	<p>£6000</p>
	<p>Additional Teaching Assistant in Early Years</p>	<p>To provide additional support within the setting.</p>	<p>Increase in children attaining GLD. Closing the gap between PPC and the rest of the cohort.</p> <p>22% increase in children achieving GLD, reducing gap from -40% to -9%.</p>	<p>Half termly Pupil progress meetings conducted by DHT and TLR Teaching and Learning. Outcomes presented to HT.</p>	<p>£20,930</p>

			In ten areas of learning disadvantaged children outperformed the rest of the cohort.	Link Governor to monitor termly.	
	One class of I Pads	Incorporate interactive learning within Early Years.	Increase in children attaining GLD. Closing the gap between PPC and the rest of the cohort. 22% increase in children achieving GLD, reducing gap from -40% to -9%. In ten areas of learning disadvantaged children outperformed the rest of the cohort.	Half termly Pupil Progress Meetings conducted by DHT and TLR Teaching and Learning. Outcomes presented to HT.	£7900
	Additional funding for targeted intervention	Immediate precision intervention to be allocated as needed.	Progress made by all children. With the higher demands of end of KS2 testing a significant amount of support was targeted within after school boosters. Within Year 6, 91% of disadvantaged children made progress in reading and writing and 82% in maths. School achieved floor standards for progress in all core areas, in addition, progress scores for disadvantaged children were also within floor standard.	Half termly Pupil Progress Meetings conducted by DHT and TLR Teaching and Learning. Outcomes presented to HT.	£34,078
Safeguarding To also include attendance and punctuality	PSA	To monitor all aspects of safeguarding. Through robust analysis and evaluation of data, continue to personalise provision to improve attendance and punctuality for disadvantaged children.	Efficient and robust systems to be followed to ensure all safeguarding responsibilities are deployed to a high standard. Percentage attendance to increase and a significant reduction in the number of children late for school. This post was vacated October 2015. HT and DHT covered all responsibilities. CPOM was purchased to further develop already robust monitoring systems that were in place. Persistent absence for disadvantaged children was 22%, 11% more than the rest of the school cohort. 49% of disadvantaged children achieved good attendance compared to 61% or the rest of the school cohort. All recorded incidents of lateness were analysed. 64% of disadvantaged children were late at least once across the year, compared to 80% of the rest of the school cohort. A key focus for 2016/2017.	Behaviour Lead to monitor half termly	£1,000

