

**Mandale Mill Primary School  
Pupil Premium Funding Overview 2017-2018**

Total Number on Roll	<b>292</b>
Total Number of Children Eligible for Pupil Premium Grant	<b>142</b>
Total Pupil Premium Grant Received	<b>£220,880</b>

**Mandale Mill Primary School  
Pupil Premium Strategy 2017-2018**

**Review Dates: July 2017, September 2017, January 2018, April 2018**

Broad Area and Issue to Address	Pupil Premium Focus	Action Evidence to support strategy.	Planned Impact	Monitoring of Effectiveness	Amount allocated
<p><b>Inclusion</b></p> <p>Meeting the needs of all vulnerable students to enable progress to be made.</p> <p><b>Barrier to Learning</b></p> <p>Social and emotional welfare affecting children's ability to learn and make progress.</p>	<p><b>Level 4 TA small group intervention to close the gap.</b></p>	<p>L4 TA to be allocated to Y6 as 76% of the cohort are Pupil Premium. There is a significant gap between PP and other children in reading and writing and a smaller gap in maths. Precision interventions to be provide for this group of children including the delivery of Fresh Start.</p> <p><b>EEF: TA intervention +3 - +5 months (Mini School model covers key points to ensure this progress).</b></p> <p><b>EEF: Small Group Tuition +4 months</b></p>	<p>Pupil Premium children to perform at least in line with other children in the cohort. Specifically:</p> <ul style="list-style-type: none"> <li>• Increase the percentage of PP children achieving ARE</li> <li>• Close the in school gap for both attainment and progress made.</li> <li>• Increase the percentage of children achieving expected standard in reading.</li> <li>• Increase the percentage of children achieving expected standard for CRWM.</li> </ul>	<p>KS2 Mini School Lead DHT (Pupil Premium Lead)</p>	<p>£24,080</p>
	<p><b>SEN: Alternative Provision Placements</b></p>	<p>To provide specialist support for social and emotional welfare beyond mainstream provision.</p> <p><b>EEF: Identifying more specialist programmes to address needs +3</b></p>	<p>Following specialist support children will return to Mandale Mill. Where this is not appropriate permanent alternative provision sought to accurately meet children's needs.</p>	<p>HT/SENCO to monitor in line with individual plans.</p>	<p>£22,800</p>

		<b>months. (Where provision cannot be accommodated in school, alternative provision is sought and purchased to benefit children)</b>			
	<b>Poverty Proofing</b>	To assess and evaluate current provision for all pupils and families at Mandale Mill. Enable pupil and parental voice and provide CPD accordingly. <b>Introduced via LA led cluster group.</b> <b>Several local primaries with similar demographics have reported positive results.</b>	Clear identification of what is working well and areas pupils and parents would like to be further developed. Ensuring a fully inclusive school offer for all families.	DHT/PSA/HT	£2500
	<b>Renewal of CPOMs</b>	To continue to draw on the positive impact CPOMs has had in all areas of safeguarding. <b>Positive impact in supporting safeguarding in 2016/2017.</b> <b>Funding to be continued.</b>	Clear and detailed records to be maintained for all children as required. Fully support safeguarding policy enabling precision intervention for families in a timely fashion.	HT / PSA / DHT / SENCO	£900
	<b>Targeting Mental Health</b>	Purchase of 12 month package from Alliance to focus on direct clinical therapeutic work. <b>EEF: Targeting social and emotional learning +4 months</b> <b>High Achievement Review: positive impact of a similar intervention at a similar primary school.</b> <b>Positive impact for Mandale Mill pupils in 2016/17 academic year – see impact statement.</b>	Intense support for children referred into the service, enabling them to self-manage feelings. Then allowing full access to curriculum provision ensuring progress and attainment is in line with other children.	PSA / HT / DHT / SENCo to continually monitor impact.	£6000

<p><b>Curriculum Enrichment</b></p> <p>To ensure all children have access to enrichment activities.</p> <p><b>Barrier to Learning</b></p> <p>Significant area of deprivation limiting children's experiences to enhance their learning.</p>	<p><b>Purchase of Periodicals</b></p>	<p>Children to have access to a range of magazines/newspapers to support their learning.</p> <p><b>EEF: Collaborative Learning +5 months</b></p>	<p>Children to have the opportunity to deepen their learning through access to periodicals and working independently and collaboratively raising attainment in foundation subjects.</p>	<p>TLR Teaching and Learning, Subject Leaders</p>	<p>£600</p>
	<p><b>Educational Visits</b></p>	<p>Ensure all children can access educational visits. Support Years 5 &amp; 6 to access a residential visit.</p> <p><b>EEF: Outside learning supporting collaboration and problem solving +4 months</b></p>	<p>All children to access all educational visits and curriculum enrichment activities.</p>	<p>Mini-school leads to monitor within own phases.</p>	<p>£2000</p>
	<p><b>Lunchtime Enrichment</b></p>	<p>Additional lunch time supervisor employed in order to release a TA to provide enrichment activities (reading, colouring, puzzles).</p> <p><b>EEF: social and emotional support +4 months</b></p> <p><b>Positive impact demonstrated from Positive Play in 2016/17 academic year at Mandale Mill, see impact statement.</b></p>	<p>An enhanced lunch time experience for KS1 children. Developing positive play with groups of children, demonstrating an improvement in social skills with children ready to access learning – evidenced through internal data tracking.</p>	<p>KS1 Leader to monitor impact</p>	<p>£2041</p>
<p><b>Quality of Teaching</b></p> <p>To improve outcomes for disadvantaged children via high quality teaching and learning. Identified in SIP through Leadership and management and Quality of teaching learning and Assessment.</p>	<p><b>Mini-School Format</b></p>	<p>DHT release and TLR Teaching and Learning release to develop the quality of teaching and outcomes within respective phases.</p> <p><b>Strategy applied in a primary school with a similar profile. Following implementation of this strategy throughout 2016/2017 a positive impact can be evidenced through school data (see 2016/2017 impact analysis)</b></p>	<p>Rigorous focus within Mini-School phases to drive forward standards, improving attainment and progress across the curriculum.</p> <p>To reduce both in-school gap and the gap between other children nationally.</p> <p>Specifically:</p> <ul style="list-style-type: none"> <li>• Increase the percentage of children attaining GLD, reducing the in school gap.</li> <li>• Increase the percentage of children achieving exceeding in reading and writing.</li> <li>• Increase the percentage of children attaining expected standard in reading, closing both the in-school gap and national others gap.</li> <li>• Increase the percentage of children achieving expected standard in reading and subsequently increased CRWM</li> </ul>	<p>Weekly meeting with HT.</p> <p>Termly Impact Statement to Governors.</p>	<p>£119,545</p>

<p><b>Barrier to Learning</b></p> <p>Children's limited exposure to a range of texts and experiences.</p> <p>Children enter school significantly below age related expectations in Communication, and Language and Reading and Writing.</p>	<p><b>Curriculum Development</b></p>	<p>To further enhance and resource the schools long term curriculum plan to ensure a high quality broad and balanced curriculum, fostering independent and collaborative learning.</p> <p><b>EEF: Collaborative Learning +5 months</b></p>	<p>Pupil Premium children to achieve at least in line with other children in all curriculum areas.</p>	<p>DHT</p> <p>Monitored through Subject Leaders annual monitoring timetable.</p>	<p>£2000</p>
<p>Children enter school significantly below age related expectations in Communication, and Language and Reading and Writing.</p>	<p><b>Additional L4 TA</b></p>	<p>Additional L4 TA to cover teachers' absence, release subject leaders to further develop their curriculum areas and cover PPA. This reduces the impact on existing L4 TAs allowing them to lead interventions to further close the gap and maintain the quality of teaching and learning in a teacher's absence.</p> <p><b>EEF: Small Group Tuition +4 months</b></p>	<p>During any staff absence lessons will be covered internally by a permanent member of staff ensuring consistency and quality of teaching and learning. Subject leader release will ensure all curriculum areas are fully monitored, ensuring robust standards and are continually developed to ensure the best outcomes for children.</p>	<p>DHT/Mini School Leads/TLR Teaching and Learning</p>	<p>£24,080</p>
<p><b>Parental Engagement</b></p> <p>To also include attendance and punctuality</p> <p><b>Barrier to Learning</b></p> <p>Attendance: 22% of disadvantaged children were recorded as persistent absentees (2015-1016).</p> <p>Although engagement in</p>	<p><b>Marvellous Me</b></p>	<p>Following successful introduction in previous academic year. Marvellous Me as an Internet based reward system to engage parents with the work of the school has been continued. Initiative to be further developed to support attendance and punctuality.</p> <p><b>EEF: Parental involvement +3 months. Positive impact can be seen from school analysis (see 2016/2017 Pupil Premium impact).</b></p>	<p>Maintain and increase parental engagement with school.</p> <p>Further enhance children's positive attitude to learning</p>	<p>Behaviour Lead to monitor half termly</p>	<p>£1,000</p>
<p>Attendance: 22% of disadvantaged children were recorded as persistent absentees (2015-1016).</p> <p>Although engagement in</p>	<p><b>PSA</b></p>	<p>Attendance to be at least in line with national average.</p> <p>Continue to reduce the percentage of children who are late for school.</p>	<p>Increase the percentage of pupils with attendance at least in line with national average.</p> <p>Reduce the percentage of children recorded as persistent absentees.</p>	<p>Half termly monitoring by PSA.</p> <p>HT</p>	<p>£16,402</p>

aspects of children's learning is increasing this remains a barrier.		<p>Increase family engagement, including Family Learning sessions.</p> <p>To provide early intervention for families at EHA level.</p> <p><b>EEF: Parental involvement +3 months</b></p> <p><b>Attendance strategy applied following a visit to a local cluster school of a similar profile. This strategy has been implemented with positive results within school (see 2016/2017 Pupil Premium impact).</b></p>	<p>Reduction in the loss of learning time due to poor punctuality.</p> <p>Greater family engagement to support children within school supporting attainment and progress.</p>	DHT (Pupil Premium Lead)	
	<b>Computing and IT Support</b>	<p>Text service to parents.</p> <p>Half day release for TA to develop and enhance the school website.</p> <p><b>EEF: Parental involvement +3 months</b></p>	<p>Increase avenues of communication with parents and to celebrate the work of the children.</p>	HT Computing Lead	£1000
	<b>Leading Parent Partnership Award</b>	<p>Increase parental engagement and provide a clear avenue for parental voice. Further enhancing links between school and home.</p> <p><b>Programme endorsed by a local primary school of a similar profile.</b></p>	<p>Increase in parental engagement with school in aspects of children's learning.</p> <p>Clear record of parent voice and subsequent school actions.</p>	HT PSA	£2000
<b>Total Pupil Premium Spend</b>					<b>£226,948</b>