

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

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

**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 <i>Evidence to support strategy.</i>	Planned Impact	Monitoring of Effectiveness	Amount allocated
<p>Inclusion</p> <p>Meeting the needs of all vulnerable students to enable progress to be made.</p> <p>Barrier to Learning</p> <p>Social and emotional welfare affecting children's ability to learn and make progress.</p>	<p>Level 4 TA small group intervention to close the gap.</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>EEF: TA intervention +3 - +5 months (Mini School model covers key points to ensure this progress).</p> <p>EEF: Small Group Tuition +4 months</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"> • Increase the percentage of PP children achieving ARE • Close the in school gap for both attainment and progress made. • Increase the percentage of children achieving expected standard in reading. • Increase the percentage of children achieving expected standard for CRWM. <p>Targeted groups accessing L4 support. 55% of children at least converted from their prior attainment in all areas (reading, writing and maths). 68% converted in at least one subject area. Pupil Premium children increased attainment of expected standard by 16% in reading and 6% in writing. The gap between Pupil Premium children and other children in school has increased however, 25% of the Pupil Premium cohort had additional vulnerabilities (mobile pupils, SEND,</p>	<p>KS2 Mini School Lead DHT (Pupil Premium Lead)</p>	<p>£24,080</p>

			SEMH). This represents the gap in attainment between Pupil Premium children and other children within the cohort.		
SEN: Alternative Provision Placements	To provide specialist support for social and emotional welfare beyond mainstream provision. EEF: Identifying more specialist programmes to address needs +3 months. (Where provision cannot be accommodated in school, alternative provision is sought and purchased to benefit children)	Following specialist support children will return to Mandale Mill. Where this is not appropriate permanent alternative provision sought to accurately meet children's needs. Specialist support offered in school and as part of transition to alternative placements. All children have received their curriculum entitlement for 2017/18 and are accessing the correct provision.	HT/SENCO to monitor in line with individual plans.		£22,800
Poverty Proofing	To assess and evaluate current provision for all pupils and families at Mandale Mill. Enable pupil and parental voice and provide CPD accordingly. Introduced via LA led cluster group. Several local primaries with similar demographics have reported positive results.	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. Poverty Proofing Assessment week has taken place, full report received by school. Key factors were identified and shared with staff for immediate implementation to positively impact on children and families.	DHT/PSA/HT		£2500
Renewal of CPOMs	To continue to draw on the positive impact CPOMs has had in all areas of safeguarding. Positive impact in supporting safeguarding in 2016/2017. Funding to be continued.	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. Staff are using this with precision to document a range of evidence. This has enabled timely intervention to be put in place to support families.	HT / PSA / DHT / SENCO		£900
Targeting Mental Health	Purchase of 12 month package from Alliance to focus on direct clinical therapeutic work. EEF: Targeting social and emotional learning +4 months	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. The service was maintained throughout the academic year with the addition of a trainee therapist to support the	PSA / HT / DHT / SENCo to continually monitor impact.		£6000

		High Achievement Review: positive impact of a similar intervention at a similar primary school. Positive impact for Mandale Mill pupils in 2016/17 academic year – see impact statement.	increased need within school. 80% of all children who accessed this service are now working at age related expectations.		
Curriculum Enrichment To ensure all children have access to enrichment activities.	Purchase of Periodicals	Children to have access to a range of magazines/newspapers to support their learning. EEF: Collaborative Learning +5 months	Children to have the opportunity to deepen their learning through access to periodicals and working independently and collaboratively raising attainment in foundation subjects. Year 6 receive First News Weekly. This has been extended to support Guided Reading across KS2. Reading results in Y6 increased by 24% to 59%.	TLR Teaching and Learning, Subject Leaders	£600
Barrier to Learning Significant area of deprivation limiting children's experiences to enhance their learning.	Educational Visits	Ensure all children can access educational visits. Support Years 5 & 6 to access a residential visit. EEF: Outside learning supporting collaboration and problem solving +4 months	All children to access all educational visits and curriculum enrichment activities. All children accessed visits, these included: Guisborough Forest, Saltburn, Oriental Museum, Beamish, National Railway Museum, Kirkleatham Museum, Centre for Life, Captain Cooks Museum.	Mini-school leads to monitor within own phases.	£2000
	Lunchtime Enrichment	Additional lunch time supervisor employed in order to release a TA to provide enrichment activities (reading, colouring, puzzles). EEF: social and emotional support +4 months Positive impact demonstrated from Positive Play in 2016/17 academic year at Mandale Mill, see impact statement.	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. Enrichment activities ran throughout the academic year. Pupil Premium funding enabled the Multi Games area to be accessed daily. This provided a wider range of activities and sports for children to enjoy. Children responded positively to activities to develop their social interactions, this impacted positively on learning: Pupil Premium children working within age related expectations: reading 45.5%, writing 29.5% and maths 54.5% (18.2% of cohort are EAL and 9.1% are SEN). All children have made progress across the year. KS2 have been able to provide a 'Quiet and Calm Zone' each lunchtime due	KS1 Leader and Behaviour Lead to monitor impact	£2041

			to the additional staff, children relished the freedom to access this as and when they would like.		
<p>Quality of Teaching</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>Barrier to Learning</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>Mini-School Format</p>	<p>DHT release and TLR Teaching and Learning release to develop the quality of teaching and outcomes within respective phases.</p> <p>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)</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"> • Increase the percentage of children attaining GLD, reducing the in school gap. <p>64% of Pupil Premium children achieved GLD, an increase of 11% from 2017/18. This is a positive gap of 8%.</p> <ul style="list-style-type: none"> • Increase the percentage of children achieving exceeding in reading and writing. <p>Within Early Years the percentage of Pupil Premium children exceeding expectations in reading and writing was greater than that of other children within the cohort, 11% in reading (+5%) and 4% in writing (+4%).</p> <p>At the end of KS1, the percentage achieving greater depth declined from 2017/18, however this reflects the cohort in general and the drop for Pupil Premium children is lower than that of the rest of the cohort: reading PP fell by 12% compared to 28% for other children, in writing Pupil Premium fell by 8% compared to 18% for other children.</p> <p>At the end of KS2 Pupil Premium outperformed other children in achieving greater depth in reading 10% compared to 0% for other children and in writing 15% compared to 0% for others.</p> <ul style="list-style-type: none"> • Increase the percentage of children attaining expected standard in reading, closing both the in-school gap and national others gap. <p>There has been an increase of 4% in Pupil Premium children achieving ELG reading, giving a positive in school gap of 6%.</p>	<p>Weekly meeting with HT.</p> <p>Termly Impact Statement to Governors.</p>	<p>£119,545</p>

			<p>Reading at the end of KS1 saw a 5% decline in attainment to 43% (one child equates to 7.1%). The gap between Pupil Premium and other children in school reduced by 6%. Reading at the end of KS2 saw an increase of 16% in the number of Pupil Premium children achieving the expected standard. The gap between Pupil Premium and other children did increase and this will be a focus for 2018/19/</p> <ul style="list-style-type: none"> • Increase the percentage of children achieving expected standard in reading and subsequently increased CRWM <p>CRWM at the end of KS1 saw a 12% decline from 2016/17 to 36% (one child equates to 7.1%) with the gap between disadvantaged and other pupils increasing by 6%. 36% of the Pupil Premium cohort were mobile from Summer 2 in Y1 to within Y2.</p> <p>CRWM in KS2 saw an increase of 4% for Pupil Premium children from 2016/17 to 35%. As for reading the gap between disadvantaged and other children has increased this year and will be a focus for 2018/19. At the higher standard there was an increase of 2% for disadvantaged pupils and a positive gap of 5% between those and other pupils in the cohort.</p>		
	Curriculum Development	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. EEF: Collaborative Learning +5 months	Pupil Premium children to receive a broad and balanced curriculum and enrichment programme. Curriculum enhancements have been made through Subject Leader development, which in turn has impacted on attainment. A range of enrichment opportunities have been accessed by Pupil Premium children such as Maths Club, Sports Club, Puzzle Club, Construction Club and Drama Club	DHT Monitored through Subject Leaders annual monitoring timetable.	£2000
	Additional L4 TA	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	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.	DHT/Mini School Leads/TLR Teaching and Learning	£24,080

		maintain the quality of teaching and learning in a teacher's absence. EEF: Small Group Tuition +4 months	This provided an ongoing benefit across the year. Evidence can be seen in the Mini-School Format section. It is also evidenced in the percentage of children achieving within age related expectations.		
Parental Engagement To also include attendance and punctuality Barrier to Learning Attendance: 22% of disadvantaged children were recorded as persistent absentees (2015-1016). Although engagement in aspects of children's learning is increasing this remains a barrier.	Marvellous Me 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. EEF: Parental involvement +3 months. Positive impact can be seen from school analysis (see 2016/2017 Pupil Premium impact).	Maintain and increase parental engagement with school. Further enhance children's positive attitude to learning A 92% take up with 316 children have at least one family member signed up for alerts. 19843 learning activities have been shared with parents, 14,768 reward badges have been issued and 9783 general messages have been sent out. This gives a total update to parents of 44,412 activities.	Behaviour Lead to monitor half termly		£1,000
	PSA Attendance to be at least in line with national average. Continue to reduce the percentage of children who are late for school. Increase family engagement, including Family Learning sessions. To provide early intervention for families at EHA level. EEF: Parental involvement +3 months 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	Increase the percentage of pupils with attendance at least in line with national average. Attendance for Pupil Premium children was 93.17% demonstrating a positive gap of 0.35% compared to other children. Reduce the percentage of children recorded as persistent absentees. Initial data shows that the percentage of persistent absentees has reduced by 4.1% from 2016/17 and is now 14.5%. Reduction in the loss of learning time due to poor punctuality. The number of minutes of learning lost to poor punctuality has increased this year. Whilst a percentage of this can be attributed to medical need, this is an area to be targeted in 2018/19. Greater family engagement to support children within school supporting attainment and progress. During 2017/18 the PSA left school and the post was covered internally by Senior Leaders and an internal secondment for 2 terms. This impacted the effectiveness of this objective.	Half termly monitoring by PSA. HT DHT (Pupil Premium Lead)		

		(see 2016/2017 Pupil Premium impact).	<p>However, progress has been made with the Leading Parent Partnership, a PTA has been identified and increased attendance at all school events has been noted. This objective will be carried forward to 2018/19.</p> <p>Attendance Review conducted which reviewed of procedures carried out. Monitoring of attendance took place every four weeks, attendance of 94% or less resulted in families will either receive a monitoring letter or be invited to attend an Attendance Panel. Home visits now completed on the first day of absence if there is no contact with parents.</p>		
	Computing and IT Support	Text service to parents. Half day release for TA to develop and enhance the school website. EEF: Parental involvement +3 months	Increase avenues of communication with parents and to celebrate the work of the children. Continues to provide an invaluable service.	HT Computing Lead	£1000
	Leading Parent Partnership Award	Increase parental engagement and provide a clear avenue for parental voice. Further enhancing links between school and home. Programme endorsed by a local primary school of a similar profile.	Increase in parental engagement with school in aspects of children's learning. Clear record of parent voice and subsequent school actions. This is an ongoing project. See impact of PSA in relation to parental engagement.	HT PSA	£2000
Total Pupil Premium Spend					£226,948