

**Mandale Mill Primary School Pupil Premium  
Funding Overview 2019/20**

Total Number on Roll	<b>296 exc Nursery</b>
Total Number of Children Eligible for Pupil Premium Grant	<b>144</b>
Total Pupil Premium Grant Received	<b>£235,900</b>

**Key Outcomes 2019/20**

- Increase the percentage of Pupil Premium children attaining expected and exceeding in reading at the end of Reception, KS1 and KS2
- Increase the percentage of Pupil Premium children achieving CRMW at KS1 and KS2
- Increase the percentage of children working at age related expectation in reading, writing and maths.
- To close the in school gap between Pupil Premium children and other children.
- Reduction in the loss of learning time due to poor punctuality for Pupil Premium children.

**Mandale Mill Primary School  
Pupil Premium Strategy 2019/20**

**Review Dates: September 2019, January 2020, March 2020**

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><u>Barrier to Learning</u></b></p> <p>Social and emotional welfare affecting children’s ability to learn and make progress.</p>	<p><b>Support Staff (TA x 3)</b></p>	<p>Budget allocation to enable swift intervention support for Pupil Premium children in each phase to replicate the success of Early Years intervention in 2018/19.</p> <p><b>EEF - Early Years intervention +5 months based on high quality provision and trained staff – evidenced as part of LA moderation and review. In school evidence for 2018/19, 67% of Pupil Premium children attained GLD.</b></p> <p><b>EEF EY Toolkit: Communication and language approaches +6 months, this is to be maintained following the success of the ‘LA Talk to Learn’ project implemented in school, when reviewed was judged to be good with outstanding elements.</b></p> <p><b>EEF - Small group tuition +4 months, most effective where quality of delivery is monitored.</b></p> <p><b>EEF notes that general use of TAs is a low impact for high cost, however, impact within general classroom direction is raised to moderate when activities are directed at individuals or groups of children rather than administrative tasks.</b></p>	<p>Children to make good progress from individual starting points.</p> <p>Early Years: increase the percentage of Pupil Premium children attaining GLD ensuring there is no negative gap with other children.</p> <p>Year 1: maintain the percentage of children who passed the phonic screen (85%) ensuring there is no negative gap with other children.</p> <p>Year 2: increase the percentage of Pupil Premium children achieving CRWM, reducing the gap with other children in the cohort and nationally. Increase the percentage of children attaining greater depth. Both targets were highlighted following analysis of the impact of 2018/19 strategy.</p> <p>Year 4: Pupil Premium children to perform in line with other children in multiplication check.</p> <p>Year 6: increase the percentage of Pupil Premium children achieving expected in reading, writing and maths. Close the gap with other children in the cohort. Increase the percentage attaining CWRM as highlighted during analysis of 2018/19 strategy.</p>	<p>SENCO – where intervention is linked to Future Steps and EP designated interventions SLT</p>	<p>£67,637</p>

<b>Purchase of School Uniform</b>	All children to have access to school uniform, footwear and outdoor clothing. <b>EEF notes +0 months for application of a uniform policy in isolation. The advantages are seen when applied as part of a series of strategies to raise school improvement. Children reported during Poverty Proofing Week, they liked wearing school uniform as it made everyone equal.</b>	Through a collective identity all children to feel a valued part of the school community further developing the positive school ethos. All children to access all aspects of the curriculum through having correct footwear and outdoor clothing. All children to be warm, dry and in a position to access learning daily.	PSAs HT/DHT	£2000
<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 2018/19. Funding to be continued.</b>	Clear and detailed records maintained for all children as required. Fully support safeguarding policy enabling precision intervention for families in a timely manner. <b>Funding continued</b>	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 High Achievement Review: positive impact of a similar intervention at a similar primary school. Positive impact for Mandale Mill pupils in 2018/19 academic year – see impact statement.</b>	Intense support for children referred into the service, enabling them to self-manage feelings, allowing full access to curriculum provision. Progress and attainment is in line with other children.	PSA / HT / DHT / SENCO to continually monitor impact.	£7000

	<b>PSA</b>	<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 family engagement, including Family Learning sessions.</p> <p>To provide early intervention for families at EHA and CIN/CP levels.  <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 refer to impact on previous strategy documents.</b></p>	<p>Increase the percentage of pupils with attendance at least in line with national average.</p> <p>Continue to reduce the percentage of children recorded as persistent absentees.</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>	<p>Half termly monitoring by PSA.</p> <p>HT</p> <p>DHT (Pupil Premium Lead)</p>	£47,441
<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>	<b>Educational Visits</b>	<p>Ensure all children can access educational visits.</p> <p>Support Years 5 &amp; 6 to access a residential visit.  <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>Senior Leaders, PSA to identify need and address.</p>	£3000

<p><b>Quality of Teaching</b> 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>Barrier to Learning</b></p> <p>Children’s limited exposure to a range of texts, vocabulary and experiences.</p> <p>Children enter school significantly below age related expectations in Communication, and Language and Reading and Writing.</p>	<p><b>Senior Leader Release</b></p>	<p>DHT release and TLR Teaching and Learning release to develop the quality of teaching and outcomes focusing on teaching and learning and assessment. A key focus for the year will be developing an understanding of metacognition with staff to apply in classroom practice.</p> <p><b>Following the change in structures key leaders are working across school rather than in phases this is to be continued for 2019/20. The impact of this saw an increase in the percentage of children working within age related expectations – see impact of 2018/19 strategy.</b></p> <p><b>EEF: TA intervention +3 months</b> <b>EEF: Small Group Tuition +4 months</b> <b>EEF Metacognition and self-regulation, supporting approaches for metacognition, cognition and motivation + 7 months</b></p>	<p>Rigorous focus to drive forward standards, improving attainment and progress across the curriculum. To reduce both in-school gap and the gap between other children nationally. Specifically:</p> <ul style="list-style-type: none"> <li>• For both KS1 and KS2 increase the percentage of children achieving expected standard in reading, writing and maths and CRWM. Reduce both the in school gap and the gap with other children nationally.</li> <li>• Increase the percentage of children exceeding expectations for GLD, end of KS1 and KS2.</li> <li>• Across school increase in the percentage of children achieving age related expectations. Pupil Premium children to perform in line with other children, with a particular focus on writing and maths where the gap has increased,</li> <li>• Maintain the positive gap between Pupil Premium children and other children for both GLD and phonic screening.</li> </ul> <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 children working within ARE for reading, writing and maths.</li> <li>• Continue to close the gap in reading in terms of attainment. Close the gap in writing and maths in terms of attainment and progress.</li> </ul>	<p>Weekly meeting with HT.</p> <p>Impact shared with link Governors and at School Improvement Committee SLT Pupil Premium Lead</p>	<p>£102,822</p>
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<p><b>Parental/Family Engagement</b></p> <p>To also include attendance and punctuality</p>	<p><b>Marvellous Me</b></p>	<p>Following two successful years, Marvellous Me as an Internet based reward system to engage parents with the work of the school has been continued.</p> <p><b>EEF: Parental involvement +3 months. Positive impact can be seen from previous three years see previous impact.</b></p>	<p>Maintain and increase parental engagement with school.</p> <p>Further enhance children’s positive attitude to learning.</p>	<p>TLR Health and Community Partnerships Lead</p>	<p>£1,000</p>
<p><b>Barrier to Learning</b></p> <p>Although engagement in aspects of children’s learning is increasing this remains a barrier.</p>	<p><b>Family Engagement</b></p>	<p>To plan and resource family engagement sessions. Monitor attendance at school events and plan strategies to increase parental engagement. Research parental need to support children’s attainment and arrange events accordingly. Work towards elements of the Leading Parent Partnership.</p> <p><b>EEF: Parental involvement +3 months Leading Parent Partnership has been completed within a local school and has had a positive impact</b></p>	<p>Increase in family engagement within school. Increase in attendance at school events both celebratory and informative. Increase in children’s attainment following increased parental engagement. Increased attendance at parental consultations and information events. Continuation and development of Family Learning courses provided at school. Develop Mandale Minis to support parents in all aspects of child development and to react to further parental need. Complete Leading Parent Partnership Award</p>	<p>PSA x2 HT DHT</p>	<p>£3000</p>

<b>Attendance Incentives</b>	Purchase package of attendance incentives from Middlesbrough Football Club Foundation. <b>See PSA for evidence to support the inclusion of the attendance strategy.</b>	Continue to increase attendance so it is greater than national. Maintain the positive gap between Pupil Premium children's attendance and other children in school. Continue to reduce the percentage of children classed as persistent absentees. Reduce the amount of time lost due to poor punctuality.	PSA DHT	£1000 (actual cost £1600)
<b>Total Pupil Premium Spend</b>				<b>£235,800</b>