

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

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

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.

June 2020 Review

The impact noted within strategy is based on data/information at the end of Spring 1, this represents a predicted trajectory and not confirmed outcomes. School closed to most pupils on Friday 20th March, however, school had seen a significant impact on attendance in the two weeks prior to this due to COVID-19. This included families that opted to shield early due to health or where family members displayed symptoms and school followed the recommended guidelines for self-isolation. School has seen a significant rise in the number of children registered as FSM during this period.

**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>Inclusion</p> <p>Meeting the needs of all vulnerable students to enable progress to be made.</p> <p><u>Barrier to Learning</u></p> <p>Social and emotional welfare affecting children’s ability to learn and make progress.</p>	<p>Support Staff (TA x 3)</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>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.</p> <p>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.</p> <p>EEF - Small group tuition +4 months, most effective where quality of delivery is monitored.</p> <p>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</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>Approximately 70% of PP children were on track to attain GLD compared to 73% of others within the cohort.</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>Approximately 76% of PP children were on track to pass the screening compared to 90% of other children. This gap represents 3 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>At the end of Spring 1 the percentage of PP children on track to achieve expected for CRWM was 57%, this would represent an increase of 13% from 2018/19.</p> <p>Year 4: Pupil Premium children to perform in line with other children in multiplication check.</p>	<p>SENCO – where intervention is linked to Future Steps and EP designated interventions</p> <p>SLT</p>	<p style="text-align: center;">£67,637</p>

		<p>or groups of children rather than administrative tasks.</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>58% of the cohort were PP, 24% of this groups had further considerations which significantly impacted on progress. At the end of Spring 1, internal tracking demonstrated a projected increase of 18% in children on track to achieve CWRM from 2018/19. Maths saw a significant increase in children on track to achieve expected standard. Reading and writing to be a focus for 2020/21.</p>		
Purchase of School Uniform	<p>All children to have access to school uniform, footwear and outdoor clothing.</p> <p>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.</p>	<p>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.</p> <p>School uniform and clothing purchased as necessary. During school closure where uniform was not necessary, families have been supported with food parcels and supermarket vouchers ensuring families did not go hungry.</p>	<p>PSAs HT/DHT</p>	<p>£2000</p>	
Renewal of CPOMs	<p>To continue to draw on the positive impact CPOMs has had in all areas of safeguarding.</p> <p>Positive impact in supporting safeguarding in 2018/19. Funding to be continued.</p>	<p>Clear and detailed records maintained for all children as required. Fully support safeguarding policy enabling precision intervention for families in a timely manner.</p> <p>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.</p> <p>Funding continued for 2020/21</p>	<p>HT / PSA / DHT / SENC0</p>	<p>£900</p>	

	Targeting Mental Health	<p>Purchase of 12 month package from Alliance to focus on direct clinical therapeutic work. EEF: Targeting social and emotional learning +4 months High Achievement Review: positive impact of a similar intervention at a similar primary school.</p> <p>Positive impact for Mandale Mill pupils in 2018/19 academic year – see impact statement.</p>	<p>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.</p> <p>Children who engaged with this service were able to access curriculum provision prior to school closure.</p> <p>Focus to be carried forward to 2020/21 strategy.</p>	PSA / HT / DHT / SENCO to continually monitor impact.	£7000
	PSA	<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.</p> <p>EEF: Parental involvement +3 months</p> <p>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.</p>	<p>Increase the percentage of pupils with attendance at least in line with national average.</p> <p>Attendance at Spring 1 was less than 1% below national, with a reduction in unauthorised absences.</p> <p>Continue to reduce the percentage of children recorded as persistent absentees.</p> <p>At Spring 1 this demonstrated an increase, individual circumstances impacted this significantly.</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>Family learning sessions ran throughout the first half of the year. High parental engagement particularly during school closure which has enabled families to be fully supported in terms of home learning and signposting to relevant services for additional support.</p> <p>Focus to continue into 2020/21.</p>	<p>Half termly monitoring by PSA.</p> <p>HT</p> <p>DHT (Pupil Premium Lead)</p>	£47,441

<p>Curriculum Enrichment</p> <p>To ensure all children have access to enrichment activities.</p> <p>Barrier to Learning</p> <p>Significant area of deprivation limiting children's experiences to enhance their learning.</p>	<p>Educational Visits</p>	<p>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</p>	<p>All children to access all educational visits and curriculum enrichment activities. Where visits took place, all children participated ensuring an equality of provision. In line with school's curriculum overview, children gained valuable experiences up to the point school closed to most children. Visits included.....</p> <p>Funding not spend to be carried forward to 2020/21. Focus to be carried forward to 2020/21 Strategy.</p>	<p>Senior Leaders, PSA to identify need and address.</p>	<p>£3000</p>
<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, vocabulary and experiences.</p> <p>Children enter school significantly below</p>	<p>Senior Leader Release</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. 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.</p> <p>EEF: TA intervention +3 months EEF: Small Group Tuition +4 months EEF Metacognition and self-regulation, supporting approaches for</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"> 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. Increase the percentage of children exceeding expectations for GLD, end of KS1 and KS2. 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, Maintain the positive gap between Pupil Premium children and other children for both GLD and phonic screening. <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 children working within ARE for reading, writing and maths. 	<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>

<p>age related expectations in Communication, and Language and Reading and Writing.</p>		<p>metacognition, cognition and motivation + 7 months</p>	<ul style="list-style-type: none"> Continue to close the gap in reading in terms of attainment. Close the gap in writing and maths in terms of attainment and progress. <p>Quality of Education was judged to be good by Ofsted in February 2020.</p> <p>Due to the impact of COVID-19, this focus is to be carried forward into the 2020/21 Strategy. Spend will focus on DHT only and will reflect the need for a recovery curriculum.</p>		
<p>Parental/Family Engagement</p> <p>To also include attendance and punctuality</p> <p>Barrier to Learning</p> <p>Although engagement in aspects of children's learning is increasing this remains a barrier.</p>	<p>Marvellous Me</p> <p>Family Engagement</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>EEF: Parental involvement +3 months. Positive impact can be seen from previous three years see previous impact.</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>EEF: Parental involvement +3 months Leading Parent Partnership has been completed within a local school and has had a positive impact</p>	<p>Maintain and increase parental engagement with school.</p> <p>Used to support learning while children in school and a method if initial engagement between teachers and parents during school closure. 45,275 activities issues, total followers is 108% with 16,297 hi five responses from parents. This was enhanced by the purchase of Seesaw as a virtual learning platform to engage pupils and parents with home learning. Further enhance children's positive attitude to learning. Senior Leader assigned to support children's engagement with learning. This identified 75 children who were not engaging virtually and paper work packs were delivered weekly to support learning from home.</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>Family engagement during Autumn term was strong for both celebration events and parental consultations. Family learning</p>	<p>TLR Health and Community Partnerships Lead</p> <p>PSA x2 HT DHT</p>	<p>£1,000</p> <p>£3000</p>

			<p>courses continued. Due to staffing constraints and school closure Mandale Minis and LLPA have not been addressed this year.</p> <p>Focus to be carried forward to 2020/21.</p>		£1000 (actual cost £1600)
	Attendance Incentives	<p>Purchase package of attendance incentives from Middlesbrough Football Club Foundation.</p> <p>See PSA for evidence to support the inclusion of the attendance strategy.</p>	<p>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.</p> <p>Continue to reduce the percentage of children classed as persistent absentees.</p> <p>Reduce the amount of time lost due to poor punctuality.</p> <p>See PSA for impact on Attendance.</p>	PSA DHT	
Total Pupil Premium Spend					£235,800