



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Mandale Mill Primary School
Number of pupils in school	361 (including nursery)
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022 March 2022 July 2022
Statement authorised by	Leanne Moore
Pupil premium lead	Vicky Green
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259,240
Recovery premium funding allocation this academic year	£27,010
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£286,250

Part A: Pupil premium strategy plan

Statement of intent

Belong. Believe. Become.

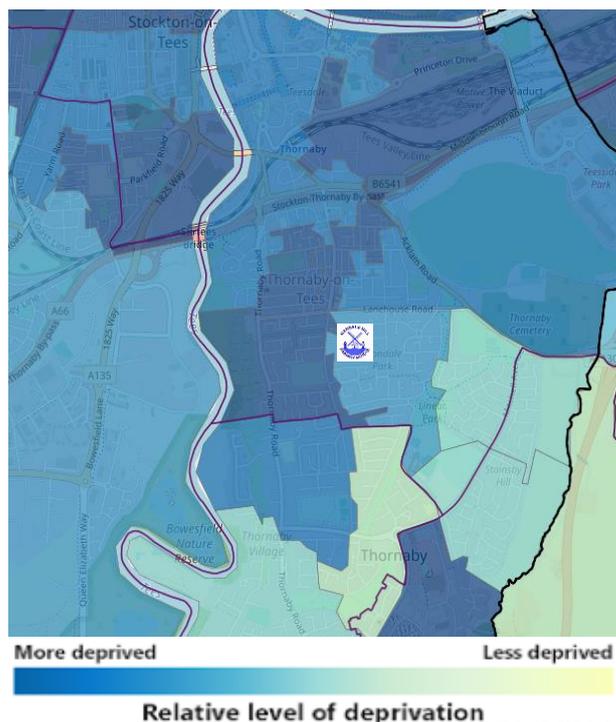
At Mandale Mill Primary School we are committed to raising the achievement for all pupils, as well as ensuring that we close the gap for pupils who are eligible for Pupil Premium. We understand that many of our eligible pupils must make accelerated progress compared to non-eligible pupils to achieve.

At Mandale Mill, we have a much higher than national average number of students with Pupil Premium funding. We therefore believe it is right to ensure most of their needs are increasingly met through high quality universal provision complimented by additional support which is both academic and pastoral. When deciding what support to put in place for children the school context along with research conducted (by the EEF and other similar organisations) is taken into consideration.

Demographics of the School-

Mandale Mill Primary School is a community school located in Thornaby, Stockton, in the North East of England. The school has been steadily growing in size over the last couple of years and is now double form entry in every year group. The school also has a nursery for 2- and 3-year olds.

The map below displays the catchment of the school as well as the surrounding areas of Mandale Mill Primary School. The key shows that the darker the blue the more deprived that area is according to the 'Income Deprivation Affecting Children Index' (IDACI). Although there are areas relatively near to the school which have lower levels of deprivation, it can be seen that many of the areas immediately surrounding the school, where many of the children live, are amongst some of the most deprived in the country.



The demographics of the school mean that children who are in receipt of funding are targeted for support but, in line with DfE guidance for non-eligible pupils, other children may also be targeted. Many children at Mandale Mill Primary school experience some level of deprivation and therefore benefit from targeted support. As previously stated, quality universal provision is a key strategy for improving outcomes for eligible Pupil Premium children and this inevitably benefits non-eligible pupils too.

Whilst a three-year strategy is recommended, the 2021/22 strategy is based on one academic year alone. Given the unique circumstances following the impact of the pandemic, planning has specifically focused on the needs for this year. A three-year strategy will be the focus from September 2022.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Impact of COVID19 on children's attainment and progress- <ul style="list-style-type: none"> • Negative impact of school closure From Jan to 8th March 2021. • Negative impact of bubbles closures due to positive case contact. • Negative impact of self-isolation due to positive case contact.
2	Social and emotional welfare affecting children's ability to learn and make progress.
3	Significant area of deprivation limiting children's experiences to enhance their learning.
4	Children's limited exposure to a range of texts, vocabulary and experiences.
5	Children enter school significantly below age related expectations in Communication, and Language and Reading and Writing.
6	Although engagement in aspects of children's learning is increasing this remains a barrier.
7	Barriers to learning can change quickly. Funding to address this is vital to ensure all children can make the optimum progress across the year.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Reverse the impact of school closure on children's attainment – see separate action plan for Catch-up Premium	<ul style="list-style-type: none"> • Children to have made accelerated progress so that they are attaining within their taught year group. • Children to be working at the equivalent level now to where they were prior to the pandemic (or better).

<p>Increase the percentage of Pupil Premium children attaining expected and exceeding in reading at the end of Reception, KS1 and KS2</p>	<ul style="list-style-type: none"> • Gap to narrow or be eliminated between Pupil Premium children and their peers. • All children to make expected progress (or accelerated progress) across each year group in school.
<p>Increase the percentage of Pupil Premium children achieving CRMW at KS1 and KS2</p>	<ul style="list-style-type: none"> • Gap to narrow or be eliminated between Pupil Premium children and their peers. • All children to make expected progress (or accelerated progress) across each year group in school.
<p>Increase the percentage of children working at age related expectation in reading, writing and maths.</p>	<ul style="list-style-type: none"> • Gap to narrow or be eliminated between Pupil Premium children and their peers. • All children to make expected progress (or accelerated progress) across each year group in school.
<p>Reduction in the loss of learning time due to poor punctuality and poor attendance for Pupil Premium children.</p>	<ul style="list-style-type: none"> • Continued improvements around punctuality- reduction in number of children being late (including Pupil Premium children). • Reduction in the number of children being persistently late. • Attendance to be in line with (or above) the national figure for both Pupil Premium and non-Pupil Premium children.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 98,349

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT release to support and coordinate the continued development of the quality of teaching and learning and assessment in conjunction with Teaching and Learning Lead.	Quality of Education judged Good at 2020 Ofsted- continuation of this improvement. EEF: TA intervention +3 months EEF: Small Group Tuition +4 months EEF Metacognition and self-regulation, supporting approaches for metacognition, cognition and motivation + 7 months	1, 4
To monitor the effects of the curriculum offer in closing the gap and liaise with key leaders to refine curriculum and intervention approaches to ensure the gap between PP children and others is reducing.	Sutton Trust(2011)- Good teaching is especially important for children from disadvantaged backgrounds. Ofsted (2019)- Children from disadvantaged backgrounds are less likely to have access to opportunities that build their cultural capital.	1, 4, 5
DHT release to coordinate the continued development of the wider curriculum offer alongside subject leaders.		4, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £98,778

Activity	Evidence that supports this approach	Challenge number(s) addressed
Budget allocation to enable swift intervention support for Pupil Premium children in Early Years and across KS1 and KS2 to address	Budget allocation to enable swift intervention support for Pupil Premium children in Early Years and across KS1 and KS2 to address identified need. EEF - Early Years intervention +5 months based on high quality provision	1, 4, 5

identified need (three additional TAs & 1 teacher -3 months in school to enable this delivery).	and trained staff – evidenced as part of LA moderation and review. 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. EEF - Small group tuition +4 months, most effective where quality of delivery is monitored. 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. ImpactED (https://impacted.org.uk/covid-19) -found that challenges with remote learning were felt more strongly by children who were disadvantaged.	
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 Ofsted (2019)- Children from disadvantaged backgrounds are less likely to have access to opportunities that build their cultural capital.	3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 89,133

Activity	Evidence that supports this approach	Challenge number(s) addressed
Renewal of CPOMs- To continue to draw on the positive impact CPOMs has had in all areas of safeguarding.	Positive impact in supporting safeguarding over the last 3 years. Ofsted found in 2020 that 'The arrangements for safeguarding are effective.'	2, 3
Targeting mental health- Purchase of 12 month package from Alliance to focus on direct clinical therapeutic work. STRIVE package from Future Steps- occupational therapy to support regulation	EEF: Targeting social and emotional learning +4 months Positive impact seen over the last two years within school. ImpactED- the decline in wellbeing seen in children over the last year has been particularly pronounced in disadvantaged children.	2
Continuation of Magic Breakfast for all children	EEF revised the impact of breakfast clubs in 2019. In KS1 impact on reading, writing and maths was a gain of +2	2, 5

beyond the end of government funding.	months. For KS2 this was zero additional impact. However a positive impact can be seen on attendance.	
Implement a Fair Share shop for families to access in addition to the capacity to provide food parcels in addition to Foodbank referrals.	Positive impact on family engagement and inclusion, reduction in the number of children attending school hungry.	2, 6
Additional PSA support- Attendance support Assist in the reduction of the percentage of children who are late for school. Increase family engagement, including Family Learning sessions. To provide early intervention for families at EHA and CIN/CP levels.	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 refer to impact on previous strategy documents (19/20 prior to COVID19 impact). DfE- Pupils with no absence are 1.3 times more likely to achieve age related expectation or above at the end of KS2, and 3.1 times more likely to achieve greater depth, than pupils that missed 10-15 per cent of all sessions. DfE(2015)- more successful schools set up rapid response systems to address poor attendance	2, 3, 6
Following three successful years, Marvellous Me as an Internet based reward system to engage parents with the work of the school has been continued.	EEF: Parental involvement +3 months. Positive impact can be seen from previous three years see previous impact.	6
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.	EEF: Parental involvement +3 months Leading Parent Partnership has been completed within a local school and has had a positive impact	2, 6
Rapid response to changing need- To allow school the capacity to react to the changing needs of Pupil Premium children.	Previous years have demonstrated the changing needs of Pupil Premium children. Where funding has been fully allocated this has not allowed swift intervention to be applied.	7

Total budgeted cost: £286,250

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Please see Pupil Premium strategy for 2020-21 which highlights impact for each of the strategy foci.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider