

**Mandale Mill Primary School Pupil Premium
Funding Overview 2020/21**

Total Number on Roll	298 plus 31 Nursery
Total Number of Children Eligible for Pupil Premium Grant (FSM Ever6)	144
Total Pupil Premium Grant Received	£193,008

Key Outcomes 2020/21

- **Reverse the impact of school closure on children's attainment – see separate action plan for Catch-up Premium**
- **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 2020/21

Review Dates: **October 2020, December 2020, March 2021, July 2021**

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>Negative impact of school closure, as some children did not return to school until September 2020.</p> <p>Social and emotional welfare affecting children's ability to learn and make progress.</p>	<p>Support Staff (TA x 2)</p>	<p>Budget allocation to enable swift intervention support for Pupil Premium children in Early Years and across KS1 and KS2 to address identified need.</p> <p>EEF - Early Years intervention +5 months based on high quality provision and trained staff – evidenced as part of LA moderation and review.</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.</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 or groups of children rather than administrative tasks.</p>	<p>For all year groups this additional support will initially supplement the recovery curriculum to reduce the effects of school closure on disadvantaged pupils.</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% in 2019) 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 Pupil Premium children attaining greater depth.</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 and writing, while maintaining the positive impact seen on maths in 2019/20. Close the gap with other children in the cohort. Key focus on reading and writing development.</p> <p>EVALUATION- The EEF has collated research into the impact of COVID19 on attainment. This research shows that nationally children from disadvantaged backgrounds, who are eligible for pupil premium, have been most impacted. The EEF research shows</p>	<p>SLT to ensure delivery is linked to specific content/ approach and need.</p>	<p>£41,712</p>

			<p>that's nationally attainment has dipped and the dip is generally greater for disadvantaged children. This means that nationally the gap between pupil premium and non pupil premium children has widened over the last year.</p> <ul style="list-style-type: none"> - In school data in December 2020 (prior to the third national lock down and second national closure of schools) showed that for Mandale Mill children the gap between PP and non-PP had not widened, rather it was narrowing. For reading the gap was 4.4% (down from 17.2%), in writing the gap was 5.9% (down from 12.1%) and in maths the gap had remained stable at 11.5%. This can be seen as a positive in December but must also be viewed with caution as all children have seen some form of regression in their learning. - A recent data drop in March 2021 shows that it is clear that a negative gap still exists for PP and non-PP children. The size of this a variable from year group to year group and for different subjects. This gap needs to be monitored as children settle into the return to school and as the recovery elements of the curriculum take effect. - Children in Y2 completed the phonics screening check in the Autumn term. 69% of all children achieved a score of 32 or higher (61% PP and 82% for non-PP). Monitoring of phonics needs to continue to be a focus. 		
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 2018/19 and 2019/20. Funding to be continued.	Clear and detailed records maintained for all children as required. Fully support safeguarding policy enabling precision intervention for families in a timely manner. EVALUATION- CPOMs continues to be used to ensure all children have accurate chronologies. Safeguarding continues to be a high priority for the school and intervention is in place for families who need it.	HT / PSA / DHT / SENCO	£1000	

	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, Impact noted for 2019/20 as children accessed their curriculum entitlement.</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>EVALUATION-</p> <ul style="list-style-type: none"> - Over the last year, 9 children have accessed support from Alliance, 3 children are awaiting a space following assessment, 3 children are awaiting assessment and 2 further children have had a referral placed. Of these 17 children 71% are pupil premium children. - When children have accessed support, feedback is positive and improvements can be seen. - Over the last year, some support has been virtual due to school closure for most children and COVID19 restrictions. When virtual support has not been deemed appropriate for a child their place has been reserved from when face to face could resume. 	PSA / HT / DHT / SENCO to continually monitor impact.	£2,400
	Magic Breakfast	<p>Continuation of Magic Breakfast for all children beyond the end of government funding.</p> <p>EEF revised the impact of breakfast clubs in 2019. In KS1 impact on reading, writing and maths was a gain of +2 months. For KS2 this was zero additional impact. However a positive impact can be seen on attendance.</p>	<p>To provide breakfast for all children, ensuring no child starts the day hungry and are in a better position for learning. Positively Impact on attendance and punctuality.</p> <p>EVALUATION-</p> <ul style="list-style-type: none"> - All children in school continue to access breakfast in school (normally in the form of a bagel). - Children speak positively about their breakfast in school. 	DHT PSAs	£5,000

	<p>Fair Share</p>	<p>Implement a Fare Share shop for families to access in addition to the capacity to provide food parcels in addition to Foodbank referrals.</p> <p>Local school who currently accesses the scheme. Positive impact on family engagement and inclusion, reduction in the number of children attending school hungry.</p>	<p>To ensure all families have access to food and children do not go hungry. Further develop as an enterprise scheme within school, to ensure beyond the initial investment the shop becomes a self-sufficient part of school life. In addition, developing children's life skills and community engagement as part of school's core curriculum threads.</p> <p>EVALUATION-</p> <ul style="list-style-type: none"> - 20 to 30 families access the Fair Share shop each week (some families taking multiple bags). - There are around 17 families who access the Fare Share shop regularly. Of these 17 families 76% are pupil premium families. - The Fare Share shop has become self sufficient and any profit made is fed back into school to benefit the children. This year money has been used to support the purchases of fleeces for all children and to enhance provision at play time. - Parent voice around Fair Share continues to be very positive. - Children know what Fair Share is and what it does within school. 	<p>HT/DHT/PSA</p>	<p>£8,500</p>
	<p>PSA</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 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 Attendance strategy applied following a visit to a local cluster school of a similar profile. This strategy has been implemented with positive results</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>EVALUATION-</p> <p>Attendance nationally has seen a drop over the last year due to COVID19.</p> <ul style="list-style-type: none"> - Current attendance in school for all children is 90.1%. This equates to 88.3% for pupil premium children and 93.2% for non-PP children. Ove the last year the DfE has published weekly national attendance updates (these do 	<p>Half termly monitoring by PSA.</p> <p>HT</p> <p>DHT (Pupil Premium Lead)</p>	<p>£49,203</p>

		<p>within school refer to impact on previous strategy documents.</p>	<p>not give cumulative figures, just data for that week). Choosing week 13 2021 randomly to compare Mandale Mill's attendance data with, school's figures are around in line with the national picture. In week 13 92% of children who should attend a state primary school did and 86% of PP children attended. Attendance continues to be a focus in school.</p>		
<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.</p> <p>EVALUATION- Due to COVID19 restrictions trips have not been able to take place. Money has instead been used to purchase resources to enrich the curriculum within the classroom.</p>	<p>Senior Leaders, PSA to identify need and address.</p>	<p>£5000</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>Senior Leader Release</p>	<p>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. To monitor the effects of the recovery curriculum 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.</p> <p>The impact of this saw an increase in the percentage of children working within age related expectations – see impact of 2018/19 strategy and</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"> Recovery curriculum securely addresses gaps in learning following school closure enabling children to retrieve and build on prior learning. 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 	<p>DHT/Pupil Premium Lead</p> <p>Teaching and Learning Lead</p> <p>Weekly meeting with HT.</p> <p>Impact shared with link Governors and at School</p>	<p>£75,688</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>Quality of Education judged Good at 2020 Ofsted. 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 EEF Covid-19 guidance supporting school planning for 2020/21 academic year.</p>	<p>children to perform in line with other children, with a particular focus on writing and maths where the gap has increased.</p> <ul style="list-style-type: none"> 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. 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>EVALUATION- Please see inclusion section for data write up.</p> <ul style="list-style-type: none"> During the whole school closure for most children, pupil premium children were given priority for additional vulnerable places that were given at the discretion of the school. APPs have been purchased to engage children in online learning. Pupil premium children were a priority for school devices during school closure as they were the children least likely to have a device in the home that could be used. Third Space Learning has been used in UKS2- pupil premium children have been prioritised for places. High quality CPD has continued throughout the year virtually to enhance teaching. Monitoring of teaching shows that it remains good. 	<p>Improvement Committee SLT</p>	
<p>Parental/Family Engagement</p> <p>To also include attendance and punctuality</p>	<p>Marvellous Me</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</p>	<p>Maintain and increase parental engagement with school.</p> <p>Further enhance children's positive attitude to learning.</p> <p>EVALUATION- Marvellous Me continues to be used widely in school and the successes of its usage during school closure for most have been continued as school re-opens.</p>	<p>TLR Health and Community Partnerships Lead</p>	<p>£1,000</p>

<p>Barrier to Learning</p> <p>Although engagement in aspects of children's learning is increasing this remains a barrier.</p>	<p>Family Engagement</p>	<p>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. EEF: Parental involvement +3 months Leading Parent Partnership has been completed within a local school and has had a positive impact</p>	<ul style="list-style-type: none"> - 85% of children have at least one parent joined to their account on MM. 96% of children have someone connected (this might be a carer for example if they are CIOC). - Marvellous Me continues to be monitored weekly to ensure engagement remains high. <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>EVALUATION-</p> <ul style="list-style-type: none"> - Due to COVID19 restrictions family learning has not been able to take place. It is hoped to start this again when restrictions allow. - Due to COVID19 risk assessments in school parents have not been able to enter the school building/site for celebrations. <ul style="list-style-type: none"> o An increased amount of work is being shared on social media so that parents can still celebrate their child's work. o Marvellous Me is being utilised to involve parents in celebrating their child's work. o Parent consultations in Autumn took place over the telephone. 		
<p>Rapid Response</p> <p>To ensure all children can access their full</p>	<p>Rapid Response to changing need.</p>	<p>To allow school the capacity to react to the changing needs of Pupil Premium children in light of Covid-19.</p>	<p>Immediate reaction to the needs of Pupil Premium children will enable them to access their curriculum entitlement and continue to make progress.</p>	<p>Pupil Premium Lead PSA SENCO</p>	<p>£3,505</p>

<p>curriculum entitlement.</p> <p>Barrier to Learning</p> <p>Barriers to learning can change quickly. Funding to address this is vital to ensure all children can make the optimum progress across the year.</p>		<p>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.</p>	<p>EVALUATION-</p> <p>This money has been invaluable over the last year and has enable the school to quickly provided support for families when needed. Some example of usage are-</p> <ul style="list-style-type: none"> - Buying new uniform when needed. - Purchasing items for the home (eg bedding). - Funding taxis in the short term for families who other wise wouldn't be able to get to school. 	<p>SLT</p>	
<p>Total Pupil Premium Spend</p>					<p>£193,008</p>