



Pupil premium strategy statement

2024-2027

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	349 (including nursery)
Proportion (%) of pupil premium eligible pupils	78.9 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	March 2025 June 2025 September 2025 December 2025
Statement authorised by	Vicky Green
Pupil premium lead	Rachel Fields
Governor / Trustee lead	Sally Paylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	333,340
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	333,340

Part A: Pupil premium strategy plan

Statement of intent

Belong. Believe. Become.

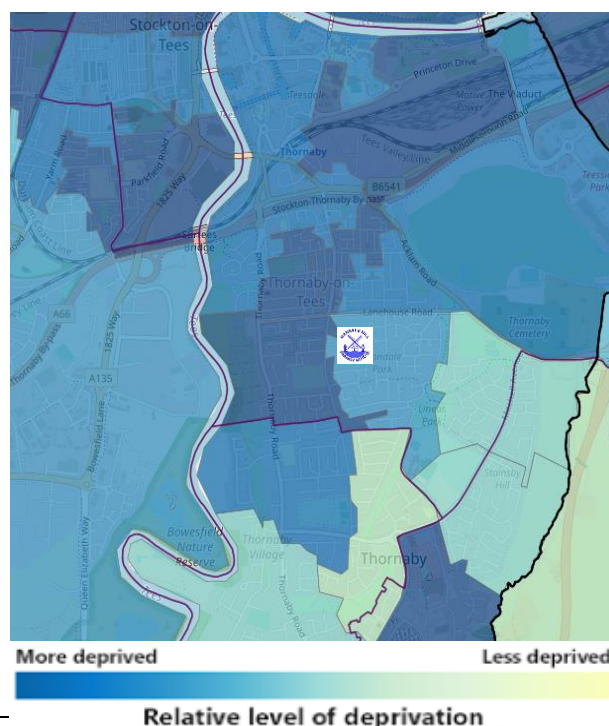
At Mandale Mill Primary School we are committed to raising the achievement for all pupils, as well as ensuring that we close the gap for pupils who are eligible for Pupil Premium. We understand that many of our eligible pupils must make accelerated progress compared to non-eligible pupils to achieve.

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.



Mobility at Mandale Mill is high due to the community which it serves. During the academic year 2023/24 there were 109 in year new starters. This was unprecedented mobility and led to an increase in overall numbers of over 50. Mobility in 2023/24 changed the demographic of the school, increasing the diversity and changing the community.

Mandale Mill is a diverse and changing school. 50% of the school is White British and 50% of the school come from ethnic minority backgrounds. Some of these children are second or third generation to be born in Britain and some arrived in England very recently. Over 27 languages are spoken at Mandale Mill.

78% of the children are Pupil Premium children, over half of the children have had an allocated social worker at some point in their lives and many children do not speak English at home. 59% of the school come from a household that is in the 5% most deprived in the country (this percentage does not take account for the high number of children who are CIOC or SGO and are now living in a less deprived household).

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.

Challenges

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

Challenge number	Detail of challenge
1	More children qualifying for pupil premium and the changing demographic of our school. Many children qualifying do not have a secure understanding of the English language or are coming from households where English is not spoken.
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. Mobility is also a significant factor.
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
Increase the percentage of Pupil Premium children attaining expected and exceeding in reading at the end of Reception, KS1 and KS2	<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.
Increase the percentage of Pupil Premium children achieving CRMW at KS1 and KS2	<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.
Increase the percentage of children working at age related expectation in reading, writing and maths.	<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.
Reduction in the loss of learning time due to poor punctuality and poor attendance for Pupil Premium children.	<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.
Increase in parent/carer engagement and understanding of the learning expectations both inside and outside of school	<ul style="list-style-type: none"> • Continued improvements in parent/carer engagement • Increased uptake with learning opportunities for adults to further support their own 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: £ 114,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
AHTI and AHTQE non teaching to support and coordinate the continued development of the quality of teaching and learning and assessment.	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	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.	+ 7 months 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
SLT with AHTI and AHTQE non teaching to coordinate the continued development of the wider curriculum offer alongside subject leaders.		2,3,4, 5.6

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

Budgeted cost: £ 114,474

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 identified need (one	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

additional TA and three learning mentors 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.	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.	1, 2,3, 4

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

Budgeted cost: £ 104,821

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- Continued purchase of 12 month package from Alliance to focus on direct clinical therapeutic work.	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 beyond the end of government funding.	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	2, 5

	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 and a school food and uniform pantry.	Positive impact on family engagement and inclusion, reduction in the number of children attending school hungry. Reintroduction of weekly coffee mornings-supporting families with fair share and further support.	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
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 Reintroduce parent/carer coffee morning. Reintroduce parent courses (ESOL, Cooking) and parent/child sessions (rhyme time)	1, 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: £ 333,340

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 2023 to 2024 academic year.

Please see Pupil Premium strategy for 2023-2024 which highlights impact for each of the strategy foci.

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

- During the academic year 2023-2024, the DHT/HT continued to develop the whole curriculum. This has had an impact on the whole school community and means that children are all receiving a broad, balanced and ambitious offer. This had to be rewritten to include a two year rolling programme as school had some mixed year groups in 2023-2024. During a local authority visit in May 2024, it was noted that the “The quality of education provided by the school is underpinned by a well-thought-out, ambitious curriculum, which has been designed to support pupil progress over time.”
- During the academic year 2023-2024, assessment of all pupils, including Pupil Premium, has been a priority. A closer focus on moderation was undertaken and ‘Whole Class feedback’ has continued so that assessment for learning is used effectively in all classrooms. The gap between pupil premium children and non-pupil premium is closing but not at national average. Leaders and teachers are aware that this needs to be closely monitored as the attainment and progress of all children needs to improve towards national average.
- Intervention at all levels has been used during this academic year to improve the outcomes for children. Intervention has targeted both academic and non-academic areas with success. In order to more closely monitor and track intervention impact an ‘Intervention Log Sheet’ has been introduced. This is a weekly sheet that notes any intervention that has taken place within the classroom. This has proved to be a useful document. Intervention has increased due to our learning mentors who started in January 2024 and have been able to really impact the social emotional aspects of learning.
- Educational visits were planned and participated by all children in school in 2023-2024 and included trips outside of the community including to Shildon for the Railway museum, Fountains Abbey and Beamish.

- CPOMs continues to have a positive impact in school and provides a secure place for chronologies to be documented. This system means that appropriate support continues to be directed accurately.
- During the academic year 2023-2024, 15 children accessed the Future Steps STRIVE package and received a personalised programme that was reviewed regularly. In addition to this, groups and classes received bespoke support from the Future Steps team that is in school. Evidence from the review assessments show that these programmes have a positive impact on all children involved. Adults in classes would also support the idea that this regulation programme has a positive impact on the whole class and many of the plans have been implemented into the growing number of EHCP's.
- 11 children have accessed support from Alliance in this academic year. The need for support has been considerably higher this year than in previous years and a waiting list was growing. In order to shorten the wait, school purchased an extended time.
- Magic Breakfast continued to be provided for all children this year.
- On average, 20 families access the Fairshare shop that runs each week. Some of these families are regulars and attend each week where as others attend when the need is there or produce suits their families likes.
- PSAs have continued to work to support families this year. They have continued to have a much more active role in CIN and CP cases within school allowing the HT and DHT until December 2023 and AHTI from January 2024 to focus on school improvement.
- The release of the AHTI from teaching responsibilities has increased capacity to support families with learning. School has re started coffee mornings as a starting point and have a wider range of learning engagement offers planned for 2024-2025. School have also implemented Tots Talking for 5 parents during 2023-2024 which led to two children going through the EHCP process as a positive impact.
- The rapid response to changing need element of the strategy has proved vital this year. This has enabled school to support families in need where appropriate. School has been able to provide food shops, money for heating and electrical, household items and clothes to families who have needed this help. When it has not been possible for school to provide the support due to the nature of the request, referrals have been made to charities for their support.

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