

## Pupil premium strategy statement- Mandale Mill Primary School 2025-2026

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	327 (including two years olds and nursery) 271 (Rec-Y6)
Proportion (%) of pupil premium eligible pupils	74.9 (214 disadvantaged) (4 PLAC) (1 service)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	<b>December 2025</b> April 2026 July 2026 December 2026
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	£335,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

**Total budget for this academic year**

£335,080

*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*

## Part A: Pupil premium strategy plan

### Statement of intent

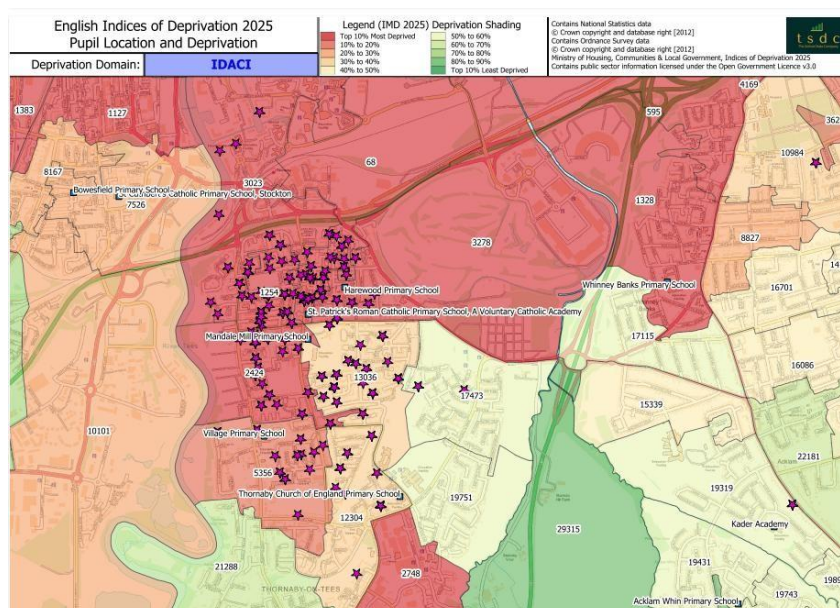
At Mandale Mill Primary School we are committed to raising the achievement for all pupils, as well as ensuring that we close the gap for pupils who are eligible for Pupil Premium. We understand that many of our eligible pupils must make accelerated progress compared to noneligible pupils to achieve.

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 3year 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.

74% 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. 67% of the school come from a household that is in the 10% 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	Significant area of deprivation limiting children's experiences to enhance their learning. Mobility is also a significant factor.
2	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 regularly.
3	Many disadvantaged pupils also have additional barriers (SEND/Temp housing/high social care involvement) which impacts their attainment and progress.
4	Children enter school significantly below age related expectations in Communication and Language, Reading, Writing and Maths. The learning gaps between disadvantaged pupils and their peers needs to be reduced in EY.
5	Although parental engagement in some aspects of children's learning is increasing this remains a barrier. Linked to the significant area of deprivation many families have low aspirations and have limited access to resources to consolidate their learning.
6	The attendance of pupils is below national average and a large proportion of severe absentees and persistent absentees are in receipt of pupil premium.

## 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
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<p>Increase the percentage of children working at age related expectation in reading, writing and maths. Pupils receive quality-first teaching and support in order to narrow the attainment gap and subsequently keep up with curriculum expectations (age / stage appropriate).</p>	<p>Data will show a reduction in the gap between Disadvantaged children in EYFS achieving GLD and national all. Data will show a narrowing of the gap by 10% between.</p> <p>Data will show an increase in disadvantaged children achieving in line with their peers in year one phonics tests so that the gap between pupil premium and national all will narrow by 10%.</p> <p>Data will maintain so that disadvantaged children achieve in line with or better than their national peers in MTC for average score and pupils achieving full marks</p> <p>Data will show an increase in disadvantaged children at the end of KS2 who achieve results in line with their peers for reading, writing and maths combined so the gap will narrow by 20%.</p> <p><b>For all success criteria: Following predictions in the autumn term predictions have been reviewed and the target set within this strategy remain realistic.</b></p>
<p>To ensure that pupil premium pupils with additional vulnerabilities such as EAL/SEND/CWSW make at least the expected progress in relation to their individual needs and starting points.</p>	<p>The percentage of pupil premium children with additional vulnerabilities will make accelerated progress from their starting points using internal assessment systems.</p>
<p>To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.</p>	<p>The gap between national attendance and Mandale Mill attendance will decrease by at least 1%.</p> <p>The percentage of all pupils, including disadvantaged pupils, who are persistently absent will reduce to close the gap by 5%.</p> <p>To reduce the number of children who are late to school each day.</p> <p><b>Attendance procedures in autumn term have been enhanced and school continue to try and close the attendance gap by at least 1%.</b></p>
<p>Increase in parent/carer engagement and understanding of the learning expectations both inside and outside of school</p>	<p>Continued improvements in parent/carer engagement</p> <p>Increased uptake with learning opportunities for adults to further support their own children.</p> <p><b>Parent meetings in Autumn Term for MTC for y3/4 parent/carers had 10 parent/carers in attendance and Maths in reception with a stay and maths session had 61% attendance.</b></p> <p><b>Autumn term saw 18 parent/carers participate in two sessions hot chocolate making and wreath making. Sign up filled all spaces available.</b></p>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ **£ 115,785**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Leaders (including deputy and AHTI) non teaching to support and coordinate the continued development of the quality of teaching and learning and assessment for all learners.	<a href="#">Teaching Assistant Interventions   EEF</a> <a href="#">Small group tuition   EEF</a> <a href="#">Metacognition and self-regulation   EEF</a> <a href="#">Microsoft Word - Teachers Impact report final.docx</a> <a href="#">TEACHERS IN ADVANTAGED SCHOOLS ARE MORE EXPERIENCED THAN THOSE IN DEPRIVED SCHOOLS - The Sutton Trust</a> <a href="#">Supporting the attainment of disadvantaged pupils</a>	2,3,4
All staff to have CPD on new phonics scheme Little Wandle to improve early reading skills across school.	<a href="#">Phonics   EEF</a>	2,3,4
All teachers and support staff will access Trust Maths training and resources, to raise outcomes at least in line with National expectations	<a href="#">Metacognition and self-regulation   EEF</a>	1,2,3,4,5,6
All teachers and support staff to receive high quality CPD in relation to developing evidence based adaptive teaching strategies to close the gap for all pupils.	<a href="#">The EEF Guide to the Pupil Premium   EEF</a> <a href="#">Introducing our updated SEND pages: Explore our resources for...   EEF</a> <a href="#">Special Educational Needs in Mainstream Schools   EEF</a> <a href="#">Teaching and Learning Toolkit   EEF</a>	1,2,3,4,5,6

### 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
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Budget allocation to enable swift intervention support for Pupil Premium children in Early Years and across KS1 and KS2 to address identified need (additional TA for phonics and three learning mentors in school to enable this delivery). This includes speech and language and phonics interventions for pupils with poor oral language and communication skills.	<a href="#">Early Years Pupil Premium   EEF</a> <a href="#">High-quality interactions   EEF</a> <a href="#">Communication and language approaches   EEF</a> , this is to be maintained following the success of the 'LA Talk to Learn' project implemented in school and school achieving the speech and language accreditation. <a href="#">EEF   Early Literacy</a> <a href="#">Small group tuition   EEF</a> - 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	2,3,4
	individuals or groups of children rather than administrative tasks. <a href="#">Early-Years-Impact-Brief.pdf</a> <a href="#">Oral language interventions   EEF</a>	
Specific training and staff allocated to deliver Rapid Catch up and SEND interventions for Early Reading to support all learners across school including those who are new to the country to secure early reading skills.	<a href="#">Introducing our updated SEND pages: Explore our resources for...   EEF</a> <a href="#">Special Educational Needs in Mainstream Schools   EEF</a> <a href="#">Small group tuition   EEF</a> -	1,2,3,4,5,6
Educational visits- Ensure all children can access educational visits.	<a href="#">Outdoor adventure learning   EEF</a> <a href="#">School inspection update: education inspection framework January 2019 Special Edition</a> <a href="#">News Item - educational school trips enhance adolescents curiosity wonder and desire to learn   Portal</a>	1,5

## 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.'	1,2,3,4,5,6
Targeting mental health- Continued purchase of 12 month package from Alliance to focus on direct clinical therapeutic work.	<a href="#">Social and emotional learning   EEF</a> 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.	2,3,4,5,6

Targeting specific barriers such as Sensory profile through the SLA with Future Steps to deliver sensory/regulation programmes to identified children.	<a href="#">Social and emotional learning   EEF</a> <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a> <a href="#">Behaviour interventions   EEF</a> <a href="#">Physical activity   EEF</a>	2,3,4,5,6
Continue to 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. Continuation of weekly coffee mornings supporting families with fair share and further support.	1,2,4,5,6
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.	<a href="#">Parental engagement   EEF</a> 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	1,2,3,4,5,6
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.	<a href="#">Parental engagement   EEF</a> <a href="#">Supporting school attendance   EEF</a> Leading Parent Partnership has been completed within a local school and has had a positive impact Parent/carer coffee mornings-accessing support Parent sessions to help with learning Weekly newsletters Agencies such as HAF project and Daisy Chain invited to parent meetings	5
Continue to deliver OPAL to ensure high quality lunchtimes support children's play development and continue to reduce significant behaviour incidents.	<a href="#">Social and emotional learning   EEF</a> <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a> <a href="#">Behaviour interventions   EEF</a> <a href="#">Physical activity   EEF</a>	1,2,3,4,5,6

**Total budgeted cost: £ 335,080**

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

<b>Intended outcome</b>	<b>Review</b>
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Increase the percentage of Pupil Premium children attaining expected and exceeding in reading at the end of Reception, KS1 and KS2

**Success criteria:**

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.

Although data overall shows a gap between what children have achieved and national there has been an increase on previous years and the gap is closing. EY – Closing the gap in GLD and speaking (table one and three)

Gaps 2023-2025		Year	Sch Gap	NAT Gap	Sch Gap	NAT Gap	Sch Gap	NAT Gap	Sch Gap	NAT Gap
School Pupil Premium v National Non-Pupil Premium	2025	18%	20%	17%	12%	10%	12%	22%	19%	
	2024	26%	20%	17%	12%	23%	12%	9%	19%	
	2023	4%	20%	6%	12%	7%	12%	-6%	19%	
	3yr Avg	22%	20%	18%	12%	17%	12%	15%	19%	

MTC-PP achieved greater than NPP and gap positive compared to national.

Gaps 2023-2025		Year	Sch Gap	NAT Gap	Sch Gap	NAT Gap
School Pupil Premium v National Non-Pupil Premium	2025	-2.7	2.4	-2.1%	1.2%	
	2024	2.4	2.4	7%	1.2%	
	2023	3.8	2.6	7%	1.2%	
	3yr Avg	1.1	2.5	-1%	1.2%	

Increase the percentage of Pupil Premium children achieving CRMW at KS1 and KS2

**Success criteria:**

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.

The overall percentage of children achieving expected standard in KS2 has improved from last year.

Key Stage Two	Year	EXPECTED STANDARD											
		PP v NonPP SUMMARY											
		No.	RWM Comb	Reading			Writing			Maths			
ALL PUPILS	2025	47	30%	62%	53%	75%	57%	72%	34%	74%			
	2024	48	17%	61%	41%	74%	43%	72%	20%	73%			
	2023	42	31%	60%	40%	73%	55%	71%	43%	73%			
	3YR avg	137	26%	61%	45%	74%	52%	72%	32%	73%			
Pupil Premium	2025	41	27%	47%	51%	63%	51%	59%	29%	61%			
	2024	38	11%	45%	33%	62%	36%	58%	15%	59%			
	2023	26	15%	44%	23%	60%	42%	58%	23%	59%			
	3YR avg	105	18%	45%	38%	62%	43%	58%	23%	60%			

Increase the percentage of children working at age related expectation in reading, writing and maths.

**Success criteria:**

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.

**Success criteria:**

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 nonPupil Premium children.

Attendance is not yet in line with national however leaders have implemented changes to be able to improve the attendance.

<p>Increase in parent/carer engagement and understanding of the learning expectations both inside and outside of school</p> <p><b>Success criteria</b></p> <p>Continued improvements in parent/carer engagement</p> <p>Increased uptake with learning opportunities for adults to further support their own children.</p>	<p>Reintroduction of coffee morning is going well and continues to be a feature of the school week. This has allowed access to a range of different services including help and support and local family hubs.</p> <p>Family learning took place in school. ESOL, cooking in one pot and craft family learning.</p> <p>Increase in agencies accessing our parent evenings and parents signing up to resources such as HAF.</p> <p>Range of family events offered celebration of learning events, stay and sessions such as stay and phonics, stay and opal, stay and read, story telling festival.</p>
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p>Support the mobility that the pupils have experienced.</p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>
<p>Children settle quickly into school when they start and progress can be made from entry.</p>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*