

Pupil Premium strategy statement 2024 - 2027



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 effect that last year's spending of pupil premium had within our school.

Mandeville Primary School overview

Detail	Data
School name	Mandeville Primary School
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Nov 2024
Dates on which it is reviewed	Nov 2025, Nov 2026, Nov 2027
Statement authorised by	Louise Nichols Executive Headteacher
Pupil premium lead	Marc Thompson, Headteacher
Governor / Trustee lead	Gill Brady, Chair of Governors

Funding overview

Detail	Amount 2024 - 25
Pupil premium funding allocation this academic year	£190,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
No of pupils	260
Proportion of pupils eligible for Pupil Premium	56%
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	£229,675

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or challenges they may face, make good progress and attain highly across all subject areas. At Mandeville we ensure that teaching and learning meets the needs of all our pupils. There is a school-wide commitment to securing and raising achievement for disadvantaged pupils; this includes securing progress for those who are already high attainers.

Mandeville serves an area of high deprivation and dense social housing, the families we work with are increasingly marginalised as the demographics of the surrounding area change. Overcrowding, poor physical health, high levels of mental health issues and unemployment are higher than many other parts of the borough. This makes our educational community more determined than ever to provide high quality learning experiences and a safe, happy environment for them to learn in.

We are highly ambitious, respond to what we know to be good practice, draw on research and ensure that our vision for improvement is clear. High-quality teaching is at the heart of our approach and research evidence proves that this will have the greatest impact on closing any attainment gaps and will also benefit non-disadvantaged pupils at our school. A strategic and personalised approach to professional development ensures that all pupils have access to high quality teachers and are supported by experienced and well-trained support staff. Our Inclusion team work closely with families to remove barriers to learning. We also ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data.

Pupil Premium funding is allocated following a needs analysis which identifies priority individuals, groups or classes but also considers class dynamics and provision for children with high needs.

The overall aims of our pupil premium strategy are:

- To address barriers to learning by providing carefully designed support and intervention within the school by high quality professional staff
- To reduce any attainment gap between the school's disadvantaged pupils and others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers
- To provide an exciting relevant, broad and balanced curriculum that empowers every child

Our strategy has been responsive to the impact of the global pandemic, and subsequent issues relating to the cost of living crisis. In Mandeville, where 62% of the children are from disadvantaged backgrounds and the remaining children tend to be just above thresholds for this measure, everything is aimed at improving the children's life chances and gaining the most positive outcomes attainable. The staff at Mandeville work tirelessly to achieve this and it is central to the ethos of the school.

Challenges

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

Challenge number	Detail of challenge
1	Children begin Reception with low on-entry data, particularly in language & communication. This is evident from assessments, observations, and discussions with pupils that indicate vocabulary gaps and lack of oracy skills among many disadvantaged pupils. The vocabulary gap is also evident from KS1 through to KS2 and in general, is more prevalent among our disadvantaged male pupils.
2	Assessments and observations with pupils show that disadvantaged pupils need additional support to arrive at the same outcome as their more advantaged peers. This can slow their development as readers if not adequately addressed. Boys need particular attention to encourage a love of reading.
3	Due to partial school closures and the loss of direct, classroom teaching, there has been a significant impact on the academic attainment of disadvantaged pupils across the school in reading and writing. This has been evident through assessments, observations and monitoring of pupils' learning.
4	Data from Mandeville surveys, observations and discussions with pupils and families have identified a lack of confidence in supporting pupils with learning at home particularly in basic skills.
5.	Assessments in reading and foundation subjects, alongside discussions with pupils and their families have identified limited opportunities for social, cultural or educational experiences beyond their immediate home environment.
6	Rigorous monitoring of our attendance shows persistent absence rates are higher amongst disadvantaged pupils.
7	The Inclusion Team at Mandeville use observations and discussions with pupils and families to identify social and emotional issues for many disadvantaged pupils. There is evidence of increased mental health problems among children and families.
8	Mandeville children were 33% higher than the national average in terms of obesity. Children on entry to reception have much lower than average PD levels than their national peers. Food poverty and poor nutrition means that children current development, concentration and future health could be impacted.

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
<p>Attainment outcomes for disadvantaged pupils are at least in line with or exceeding national for all pupils especially boys.</p>	<p>Percentage of PPG pupils reaching expected standard in Phonics screening to be above national and in line with non-PPG peers</p> <p>Continue trend of PPG pupils performing at least in line with non-PPG peers</p> <p>Internal data tracking, formative and summative assessments show that disadvantaged pupils are making accelerated progress in reading, writing and maths.</p>
<p>Improved oral language skills and vocabulary</p>	<p>Assessments and observations indicate significant improvements in oral language for disadvantaged pupils. This is also evident when triangulated with other forms of evidence, such as lesson observations, book scrutiny and ongoing formative assessments. There is significant improvement in the outcomes for boys.</p>
<p>Improved early reading attainment among disadvantaged pupils.</p>	<p>The percentage of Phonics screening results for Y2 and Y1 to be higher than Hackney and national average</p> <p>The percentage of KS1 reading outcomes for disadvantaged pupils are above national.</p> <p>Internal data tracking, formative and summative assessments show that disadvantaged pupils are making accelerated progress in reading (especially boys).</p>
<p>To achieve and sustain improved wellbeing for all pupils in school, particularly those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> - data from pupil and parent surveys and teacher observations - tracking of behaviour incident reports show significant reduction in incidents amongst disadvantaged pupils

Disadvantaged pupils access structured opportunities to address the gap in cultural capital through enrichment activities such as after school clubs and trips/visits	Experiences and visits are carefully planned for each class across the year. Places for disadvantaged pupils at extracurricular activities are subsidised or provided at no cost. Analysis of attendance shows high rates of participation among disadvantaged pupils
Pupils will have improved mental and physical health and disadvantaged pupil's health is no different to their peers	Obesity measures show little difference between PPG and non-PPG, uptake in extended activities including during the school holidays is high among PPG pupils. All children understand nutrition.

Activity in the academic year 2024 - 2025

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 94,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for teachers on summative assessment, gap analysis and responsive teaching.</p>	<p>Good use of assessment involves monitoring student progress, forecasting student performance, or evaluating the effectiveness of teaching. These kinds of assessments are 'high-level' in the sense that a single, global score, often from a standardised test, usually gives a snapshot of a child's learning which then can be used to identify gaps in learning. The use of a standardised test means that we have a way of interpreting the scores (for example, compared to a national norm for children the same age.)</p> <p>Professor Rob Coe, EEF Assessing Learning</p>	1, 2, 3, 4
<p>NELI – Nuffield Early Language Intervention</p> <p>Teacher training provided for teachers</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Nuffield Early Language Intervention, EEF</p> <p>EEF Oral Language Interventions</p>	1, 6

<p>To include Forest School in Early Years to broaden experiences of children from an early age through training</p>	<p><u>Outdoor adventure learning</u> the EFF suggests that adventure learning provides opportunity that disadvantaged children may otherwise not experience. Although this piece states it does not include Forest School due to academic component, many of the skills listed are developed through this.</p> <p><u>Play- based learning</u> also supports both the development of social and cognitive skills, including self- regulation.</p>	<p>1, 4, 7</p>
<p>Purchase new decodable phonics books (RWI)</p>	<p>EEF evidence shows that phonics has a positive impact overall (+5 months) with very extensive evidence and is an</p> <p>important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF Evaluation Evidence Phonics</p>	<p>4,5</p>
<p>Enhance our curriculum planning and teaching and learning in reading in line with DfE and EEF guidance.</p> <p>SLE Reading specialist training teachers and developing effective use of resources .</p>	<p>The Reading Framework, DfE</p> <p>The updated Reading framework provides support for teachers, leaders and specialists to develop the English curriculum to ensure children are receiving a robust reading programme throughout the key stages and develop fluent readers.</p>	<p>1,2,3,4,5,6</p>
<p>Continue to develop the empowerment curriculum and the empowerment framework to increase sense of belonging for all children.</p>	<p>Research by UNESCO and studies in educational psychology consistently highlight these benefits, advocating for inclusivity as a cornerstone of effective and equitable education.</p>	<p>1-8</p>
<p>Provide coaching and mentoring to teachers linked to the CPD pathway (Teaching school alliance)</p> <p>Release time for teachers to work with their peers and reading relevant research and literature.</p>	<p>Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>Effective Professional Development EEF research highlights the need to develop and support teachers in sustaining strong pupil outcomes.</p> <p>Learn — Hackney Teaching & Schools' Alliance</p> <p>The professional pathway supports retention and the development of teachers at all levels.</p>	<p>1, 2, 3, 5, 6</p>

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

Budgeted cost: **£86,767**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of the school-led tutoring programme to reduce gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers</p>	<p>Tuition and school-led tutoring for pupils</p> <p>Tuition targeted at specific needs and knowledge and in small groups:</p> <p>One to one tuition EEF</p> <p>Small group tuition Education Endowment</p> <p>Foundation EEF</p>	1,3,4,5
<p>Implement the NELI intervention for key children in Reception & Year 1 to develop Oracy. Assess all Nursery children</p> <p>Fund release time for Intervention teacher</p> <p>Training for TA & Nursery Officer to deliver the intervention.</p>	<p>An EEF evaluation showed that the Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial. These impacts on language skills were still seen 6 months after the intervention.</p> <p>Nuffield Early Language Intervention, EEF</p>	1,3,4
<p>Further develop our 1:1 small group tutoring offer to catch up any pupils at risk of falling behind in phonics</p>	<p>EEF analysis of studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>EEF Evaluation EThe Reading Framework, DfE vidence Phonics</p>	1,3,4,6

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

Budgeted cost: £ 48,183

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/magic-breakfast	6,8,9
Extended day Physical activity	Physical activity has important benefits in terms of health, wellbeing and physical development. https://educationendowmentfoundation.org.uk/educationevidence/teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activitylearning-toolkit/physical-activity	6,7,8
School counsellor and learning mentor to support emotional wellbeing for families and children.	Social and emotional learning EEF Can increase positive pupil behaviour, mental health, well-being and academic performance.	8, 9
Food education: Developing knowledge in healthy eating, lifestyles and the importance of being active	Teaching children & families about what they eat improves health & well-being and nutritional knowledge can lead to a healthier life style. Nutrition education in UK primary schools (nnedpro.org.uk)	9,

Total budgeted cost: £229,675

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 2024 to 2025, 2025 to 2026 and 2026 to 2027 academic years.

Review of outcomes for Academic Year 2024- 2025

The 2024–25 outcomes demonstrate the positive impact of our continued commitment to supporting disadvantaged children. Across the school, disadvantaged children achieve well and, in several areas, outperform disadvantaged children across Hackney. The data demonstrates strong attainment at the Expected Standard for disadvantaged children, with the next priority being to increase the proportion of children attaining Greater Depth and High Standards, particularly in Writing and Maths.

EYFS

Group	% achieved GLD School	% achieved GLD Hackney
Reception ALL	75	75
FSM	70	66
Not FSM	85	80

Analysis of EYFS outcomes shows that disadvantaged children at Mandeville performed above the Hackney disadvantaged average, with 70% achieving a Good Level of Development (GLD) compared to 66% across Hackney. This reflects the positive impact of our focus on early language development, high-quality provision and targeted support for disadvantaged children.

Year 1 Phonics

Group	% achieved threshold School	% achieved threshold Hackney
Year 1 ALL	86	85
FSM	71	78
Not FSM	100	90

Overall, phonics outcomes were strong, with 86% of children achieving the expected threshold, exceeding the national average of 80%. FSM pupils achieved 71%, which is above the national disadvantaged figure of 67%, demonstrating the positive impact of targeted support and intervention. All non-FSM children met the expected threshold, reflecting consistently strong phonics provision across the cohort. While a gap remains between FSM and non-FSM children, phonics continues to be a key priority for the school, supported through high-quality teaching, early identification of need, targeted interventions and specialist support to ensure all children develop secure early reading skills.

Key Stage 2

Group	% R EXS+	% W EXS+	% M EXS+	% RWM EXS+	% R GDS	% W GDS	% M GDS	% RWM GDS
Mandeville Year 6 ALL	78%	84%	81%	78%	57%	19%	19%	11%
Mandeville Disadvantaged (30)	73%	80%	77%	73%	53%	17%	13%	7%
Hackney Disadvantaged	79%	77%	76%	69%	34%	19%	22%	10%
Mandeville Non-Disadvantaged (7)	100%	100%	100%	100%	71%	29%	43%	29%
Hackney Non-Disadvantaged	89%	88%	89%	83%	51%	34%	41%	23%

The 2024–25 outcomes present a positive picture for disadvantaged children at Mandeville. At the Expected Standard, disadvantaged children performed favourably compared with disadvantaged children across Hackney, particularly in Writing (80% compared to 77%), Maths (77% compared to 76%) and Combined Reading, Writing and Maths (73% compared to 69%). Greater Depth outcomes in Reading were a particular strength, with 53% of disadvantaged children achieving Greater Depth compared to 34% across Hackney. Reading at the Expected Standard and Greater Depth outcomes in Writing and Maths remain areas for continued development, and increasing the proportion of disadvantaged children attaining higher standards will be a key priority moving forward.

Review of outcomes for Academic Year 2025 - 2026**Review of outcomes for Academic Year 2026 - 2027**

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
RWI Phonics Programme	Ruth Miskin Inc.
Speech and Language therapists	Hackney NHS
RE-engagement unit	Hackney LA
White Rose Maths	White Rose Maths
Accelerated Reader	Renaissance Learning
Wellbeing and Mental Health in Schools (WAHMS) project	Hackney LA
Music tuition	Hackney LA
Hackney School of Food – courses for children & parents	Hackney Community Interest Company