

Pupil Premium funding and statement of expenditure 2017-18



Number of pupils and pupil premium grant received	
Total number of pupils on roll	365
Total number of pupils eligible for PPG	196
Total number of pupils eligible for PPG LAC	0
Amount of PPG per pupil	£1,320
Amount of PPG LAC per pupil	£2,300
Total amount of PPG received	258,700

Planned use of funding (This will be subject to responsive changes informed by on-going evaluation)	No. of PPG pupils children accessing intervention (approx.)	Total cost of intervention (predicted)	Total amount of PPG to be spent
RPA (Raising Pupil achievement)	196	6,000	4,000
One to one tutorials Y6 PPG	40	40,000	20,000
Extended learning after school	196	10,350	10,350
Easter school	20	4,000	4,000
2 fulltime TA's delivering targeted support in KS2	100	38,178	25,000
Learning mentors x 3	196	90,213	40,000
Music tuition	80	£4 a lesson, 30 a year	6,510
Teaching and Learning Associates	196	29,994	20,000
School journey	40	285 per child	11,400
1 TA to support KS1	62	24,386	20,000
1 Nursery Officer to support in EYFS	455	29,936	20,000
Break club subsidy	30	20,000	10,000
KS1 teaching in groups	30	5,000	5,000
Revision guides for years 2 And 6	114	3,500	1,750
3 rd space learning	24	28,800	28,800
Mathletics	196	2,180 1,500	1,500
Enrichment activities (Mandeville offer)	196	5,000	5,000
Children in Y2, Y5 and Y6 taught in small groups additional teachers focus on more able PP	75	46,000	27,000
Total expenditure on PPG			260,310
Difference/ Overspend			£1,610 overspend

Target areas for 2017-18	Support / Actions / Interventions	Review & Impact:												
Increase number of PPG children working at above age-expected levels across the school	RAM tracking information includes higher attaining PPG children to facilitate tracking	KS2 results show that PPG achievement at at GDS has improve significantly from 2016/17. Writing was above national average (+2%) and R and M only slightly below (R-4%, M-3%). In KS1 ppg GDS is slightly below national average. There remains an in-school gap between ppg and non-ppg at GDS.												
PPG children in KS2 to achieve in line with national average	<p>Year 6 split into three groups for the mornings (DHT teaching one group).</p> <p>SLE support in delivering effective literacy curriculum</p> <p>English lead is a monitor for the Hackney Borough</p> <p>SLT (Head, DHT and Inclusion lead) working with identified groups and individuals</p> <p>Afterschool boosters for targeted children</p> <p>Mathletics and 3rd space learning both in place</p> <p>Easter school offered free to year 6 children</p>	<p>In school data shows ppg and non-ppg children in line. In some cases ppg children attain above non-ppg (year 3 M, yr4 R and W).</p> <p>KS2 results showed that PPG children are broadly in line with national average (either a small % below in R and M, and lightly above in W))</p> <table border="1" data-bbox="1062 893 1530 1124"> <thead> <tr> <th></th> <th>EXS</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-2% points</td> <td>-4% points</td> </tr> <tr> <td>Writing</td> <td>+1% point</td> <td>+2% points</td> </tr> <tr> <td>Maths</td> <td>-4% points</td> <td>-3% points</td> </tr> </tbody> </table> <p>Compared to Mandeville non-PPG, PPG children performed less well and this will need to be addressed in 2018/19</p>		EXS	GDS	Reading	-2% points	-4% points	Writing	+1% point	+2% points	Maths	-4% points	-3% points
	EXS	GDS												
Reading	-2% points	-4% points												
Writing	+1% point	+2% points												
Maths	-4% points	-3% points												
PPG children in KS1 to achieve in line with national average	<p>Student teacher allocated to support this year group allowing for booster lessons and targetting of key groups.</p> <p>SLE support in delivering effective literacy curriculum and developing home/school reading books.</p> <p>SLT (Head, DHT and Inclusion lead) working with identified groups and individuals</p> <p>Mathletics in place</p>	<p>In school data shows ppg children attaining above non-ppg in yr1 M and R. Yr 2 ppg children attain less well than non-ppg in R and W.</p> <p>KS1 results show RWM to be in line with National average at EXs, and slightly below in GDS in R and M</p> <table border="1" data-bbox="1062 1597 1530 1827"> <thead> <tr> <th></th> <th>EXS</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-1% points</td> <td>-6% points</td> </tr> <tr> <td>Writing</td> <td>-0% points</td> <td>-1% points</td> </tr> <tr> <td>Maths</td> <td>-1% points</td> <td>-4% points</td> </tr> </tbody> </table> <p>PPG children achieved in line with non-PPG at 83% achieving the standard for both groups</p>		EXS	GDS	Reading	-1% points	-6% points	Writing	-0% points	-1% points	Maths	-1% points	-4% points
	EXS	GDS												
Reading	-1% points	-6% points												
Writing	-0% points	-1% points												
Maths	-1% points	-4% points												

<p>PPG children in EYFS to achieve in line with national average</p>	<p>Phase leader for EYFS teaching in reception.</p>	<p>92% of PPG children achieved the GLD standard compared to 79% of the non PPG children . PPG children in current year 1 are achieving at least in line with non-PPG and above in some areas. This is a cohort issue. This cohort has had a lot of mobility and while PPG data is still strong this will affect the percentages moving forward.</p>
<p>Monitor attendance and punctuality of PPG children to ensure that levels are reducing and are in line with Non-ppg children.</p>	<p>Deputy Inclusion manager works closely with school attendance officer. Updated attendance systems monitor, track and intervene quickly to ensure that attendance issues are identified and acted upon.</p> <p>Free breakfast club places offered for year 6 and identified pupils</p>	<p>Attendance figures for 17/18 show the figure for PPG children was 95.52%.</p> <p>National figure for Autumn and Spring term 2017/18 was 95.8%, so Mandeville PPG was slightly below this. Whole school average of 96.13% and non-PPG 96.9%</p>
<p>Use termly RAM meetings to target PPG children for support to ensure that they achieve high standards in each year group. We also use these meetings to identify children requiring additional intervention</p>	<p>Data collated for presentation in RAM meetings, updated PPG list,</p>	<p>Identified PPG children are clearly targeted and this information shared with teachers, phase leaders and Inclusion lead. Progress is tracked for previously identified children to ensure that their progress is monitored termly. Inclusion lead uses the data to ensure that interventions are correctly targeted</p>
<p>Continue to develop positive behaviour for learning in all year groups and remove barriers to learning for PPG children</p>	<p>Whole school behaviour system continues to support learning behaviour across the school. Identified individual children have behaviour and plans and/or PMPs. Learning mentor team provide a range of interventions from 'check ins' to 1:1 support and mentoring</p>	<p>Positive learning environment has been comments on by SIP and other visitors to school. Exclusion have greatly reduced and there has been significant impact with high profile children as the result of individual plans, often including intervention from the REU, CAMHS</p>
<p>Ensure that PPG children benefit from enrichment activities.</p>	<p>Ensure that PPG children access enrichment activities in school and extra-curricular activities</p>	<p>The Mandeville Offer ensures that all children in school receive the same enrichment (e.g. Ukulele for all children in year 3). This ensures coverage of all PPG children. We ensure that clubs are attended by PPG children and offer reduced rates. School journey is subsidised for PPG children.</p>