

Mandeville Primary School - 3 Year Pupil Premium Strategy Plan 2020 - 2023



SUMMARY INFORMATION			
Pupil Premium Strategy Plan	2020 – 2023		
CURRENT PUPIL INFORMATION (2020-2021)			
Total number of pupils:	259	Total pupil premium budget:	£202,617
Number of pupils eligible for pupil premium:	162	Percentage of PP pupils:	63%

PUPIL PREMIUM COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	85	33%
Girls	77	30%
SEN support	29	11%
EHC plan	10	4%
EAL	99	38%

2019 Assessment data

EYFS					
	Pupils eligible for PP	All pupils	National average	Data from previous 2 years	
	2019			2017	2018
Good Level of Development (GLD)		75%	72%	79%	84%

YEAR 1 PHONICS SCREENING CHECK					
All pupils	Pupils eligible for PP	National average		School Data from the previous 2 years	
2019				2017	2018
87%	12	82%		90%	83%

END OF KS1				
	Pupils eligible for PP		All pupils	
	School average	National average	School average	National average
% achieving expected standard or above in reading, writing and maths	62%	50%	67%	65%
% achieving expected standard or above in reading	62%	62%	74%	75%
% achieving expected standard or above in writing	72%	55%	72%	69%
% achieving expected standard or above in maths	66%	62%	78%	76%

END OF KS2				
	Pupils eligible for PP		All pupils	
	School average	National average	School average	National average
% achieving expected standard or above in reading, writing and maths	69%	51%	73%	65%
% achieving expected standard or above in reading	75%	62%	79%	73%
% achieving expected standard or above in writing	83%	68%	85%	78%
% achieving expected standard or above in maths	86%	67%	88%	79%

BARRIERS TO LEARNING
<p>Cognition and learning:</p> <ul style="list-style-type: none"> ➤ Children beginning Reception with low on entry data, particularly in language and communication and reading (particularly comprehension). ➤ Lack of exposure to high quality reading texts and lack of regular reading at home for PPG pupils ➤ Some PPG parents/ carers lack confidence in supporting their children with learning at home ➤ Increasing referrals to speech and language in EYFS.
<p>Attendance and punctuality:</p> <ul style="list-style-type: none"> ➤ Attendance of PPG children is above the national average for PPG children (94%) but below the national average and below the school average of 96.3%. ➤ Persistent absence is a concern for PPG boys 14.3% raising a concern in the Autumn Term, compared to 13% for the whole school.
<p>Communication and Interaction:</p> <ul style="list-style-type: none"> ➤ There is a high proportion of PPG children who are also EAL (53%) , who have reduced access to English phonic model. ➤ language and communication entry levels are particularly low in PPG cohort ➤ The SALT case load includes a large percentage of PPG children across the school.
<p>Social, emotional and mental health:</p> <ul style="list-style-type: none"> ➤ Many of our disadvantaged pupils live in cramped, busy households, which limits their access to materials and experiences supportive of educational success. This affects confidence and knowledge of key basic skills ➤ Many PPG families have complex family dynamics that prevent children from flourishing ➤ A notable percentage of our PPG children have low self-confidence and difficulty in regulating their emotions which acts as a barrier to their educational success ➤ A need for children and parents to be supported by the Learning mentors

Broadening horizons and aspirations:

- Many of our disadvantaged pupils do not have aspirational home backgrounds
- Many of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.

Building links with parents and carers:

- PPG families continue to be the most challenging to engage with in a formal context (e.g., low attendance at parent/carer consultations)

LONG-TERM PLAN (3 YEAR TIMESCALE):

Cognition and learning:

- Continue to provide high quality phonics teaching across KS1 and EYFS including access to high quality texts to support children's learning
- Develop oracy skills in the EYFS to embed understanding, knowledge, thinking and the importance of talk.
- Maintain reading and writing outcomes across all key stages.

Attendance and punctuality:

- Increase levels of attendance for PPG children across the school and reduce the number of PPG children who are persistently late for school

Social, emotional and mental health:

- To embed effective pastoral strategies in the school curriculum to support the mental health and well-being of all PPG pupils (particularly those identified by the ELSA)

Broadening horizons and aspirations:

- Ensure that all children experience a rich and relevant curriculum and feel represented through extended learning opportunities.
- Continue to support pupils and their families to overcome negative views of school and education (which may be present in the home or community).

Building links with parents and carers:

- To strengthen parental engagement and support parents / carers to have the knowledge, confidence and skills to support their children's learning with high expectations.

All these targets have already been identified as priorities in the schools current School Development Plan

PRIORITY 1

Target	Actions to be taken	Staff Lead	By when	Cost	Success criteria	Evaluation (July 2021)
<ul style="list-style-type: none"> Continue to provide high quality phonics teaching across KS1 and EYFS including access to high quality texts to support children's learning Develop oracy skills in the EYFS to embed understanding, knowledge, thinking and the importance of talk. Maintain reading and writing outcomes across all key stages. 	EYFS Nuffield training programme for 2x teachers and 2x Nursery Officer and 2x TA focussed on PPG children (Training = 10 hrs.' each = 60 hrs.')	EA	End of Autumn Term 2020	3,700 2500 2400	Trained staff in a high quality programme for oracy. To use the oracy knowledge and skills for all subject areas and support other staff in CPD opportunities.	
	All EYFS and KS1 teachers are trained and have refresher training in the delivery of RWI phonics and working with PPG target children	JC EA KY BW-S	Autumn Term	2000 based on 8 staff	All staff are trained so that when phonics assessments are carried out every 6 weeks there is capacity for all staff to lead groups effectively.	
	Early identification of PPG children requiring additional support in phonics via analysis of assessment data	DH SH EA BW-S	Every 6 weeks	1048	Entry and exit points for 1:1 and small group additional phonics shows that children are making accelerated progress.	
	An audit of books across the school. To identify books that represent our children and inspire children to read. PPG children surveyed on books they enjoy and more purchased. More able PPG readers to have focussed reading group focussing on widening vocabulary	EA DH SH	Spring 1 2021	4000	Updated books that represent the schools diversity and broaden the curriculum. Reading to have high status with enthusiastic readers across the school. More children achieve greater depth in reading across the school	
Writing moderation training for teaching staff across all key stages which focuses on engaging learners and additional homework sessions for those with less support at home	EA	Spring 1	1000	Total 16, 648	Confident teachers who are clear on how to moderate and assess writing to ensure focus children are supported and extended	

PRIORITY 2

Target	Actions to be taken	Staff Lead	By when	Cost	Success criteria	Evaluation (July 2021)
Increase levels of attendance for PPG children across the school and reduce the number of PPG children who are persistently late for school	To consistently monitor attendance and punctuality with support from Hackney Education attendance officer Arrange meetings with the attendance officer, Deputy Headteacher and Parent liaison	Inclusion Team NR		4600 2000	The attendance of all children and PPG children is tracked weekly and monitored half- termly. Attendance of PPG children is above the national average (96%). To reduce % of children persistently absent from school.	
	Inclusion team present on the gates at the beginning and end of days to support families and improve communication with all families. Weekly phone calls to vulnerable families. Teachers released to make direct contact.	Inclusion team NR		16000 14000	Strategies and emotional support for families that increase their attendance and punctuality percentage Improved communication and higher attendance and engagement in learning	
	Celebration of attendance by class and individuals in assemblies. Breakfast club free to all PPG children	SLT	Weekly	1000 5000 Total 42,600	Weekly certificates and awards promote good attendance.	

PRIORITY 3

Target	Actions to be taken	Staff Lead	By when	Cost	Success criteria	Evaluation (July 2021)
To embed effective pastoral strategies in the school curriculum to support the mental health and well-being of all PPG pupils	<p>Embed new PSHE scheme (Jigsaw) across the school with PPG focus by teacher and TA.</p> <p>Teach explicit strategies to develop mental health and wellbeing.</p> <p>Plan opportunities for peer- to – peer support.</p> <p>School council, subject ambassadors and travel plan children to feed back on strategies. School council to feedback to governing body</p>	SLT MS MG	<p>Autumn term</p> <p>Ongoing</p>	<p>2460</p> <p>0</p> <p>0</p> <p>500</p>	<p>Weekly PSHE lessons take place using a thematic approach across the school which is then built on in PPG focus groups.</p> <p>Pupils demonstrate resilience and engage with each other’s beliefs and views.</p> <p>Children who are identified as needing more support are given small group and 1:1 session with LM.</p>	
	<p>Learning mentors and Teaching and Learning associate to identify children who need individual programmes / support via data and class teacher referral</p> <p>Inclusion team work with outside agencies to identify children who can benefit from additional support + delivery of that support in conjunction with CAMHS</p> <p>Free after school clubs for PPG children up to 2 per week</p> <p>Residential school trip free for PPG</p>	Inclusion Team TP	<p>Autumn – Summer term</p> <p>Weekly</p> <p>Annually</p>	<p>10,000</p> <p>2000</p> <p>9,500</p> <p>6,000</p> <p>Total 68,060</p>	<p>More children accessing the curriculum and switched onto learning.</p> <p>Strategies in place to support children displaying anxiety and challenging behaviour</p> <p>Effective partnership between school, child & parents / carers</p> <p>Additional skills learnt, participation and extra learning achieved</p> <p>Experiential learning and participation supporting increased independence before secondary transfer</p>	

PRIORITY 4

Target	Actions to be taken	Staff Lead	By when	Cost	Success criteria	Evaluation (July 2021)
<p>Ensure that PPG children experience a rich and relevant curriculum and feel represented through extended learning opportunities.</p> <p>Staff focus on PPG pupils and:</p> <p>Employ Teaching and Learning Associate to target PPG children who are working below age expected</p>	<p>Subject Leads</p> <p>CPD training</p> <p>Pupil & parent voice via regular focus groups</p>	<p>SLT</p> <p>SLT</p> <p>MS</p> <p>MS</p> <p>Admin team</p>	<p>ongoing</p>	<p>6000</p> <p>4000</p> <p>3800</p> <p>1000</p> <p>38,500</p> <p>Total</p> <p>52,500</p>	<p>Staff, children and families feel the curriculum represents them without losing the knowledge and skills teaching that is need to understand a wide range of contexts.</p> <p>PPG families engagement increases</p>	

PRIORITY 5

Target	Actions to be taken	Staff Lead	By when	Cost	Success criteria	Evaluation (July 2021)
<p>To strengthen parental engagement and support parents / carers to have the knowledge, confidence and skills to support their children's learning with high expectations.</p>	<p>To organise and resource termly phonic & reading information sessions & workshops for parents / carers</p>	<p>SLT EA</p>		<p>3000</p>	<p>Parents / carers will have a clear understanding of how phonics and reading is taught in the classroom and strategies on how to support their child at home</p> <p>An increase in children achieving the expected level in Reading</p>	
	<p>Ocean Maths workshops and Maths sessions for parents / carers. PPG families targeted for engagement</p> <p>Encourage parents to engage in projects and initiatives outside school (local community)</p> <p>Meetings with parents / carers to encourage PPG families to participate in workshops and projects</p> <p>Set up Mandeville PTA to facilitate access to and work with hard to reach parents</p> <p>Newsletter articles to celebrate phonics, maths and other subject areas</p>	<p>MS</p> <p>SLT</p> <p>SLT</p> <p>EDS</p>	<p>Ongoing</p>	<p>700 per year grp 7 x year grps</p> <p>4900</p>	<p>Parents are fully involved in school life.</p> <p>PTA represents the all families in school.</p> <p>Analysis of parent surveys show that the parents hold positive view of the school.</p>	

	Carry out parent surveys and analyse, inclusion team to be on hand at parents evenings with clipboards to capture parents comments on what they would like to see	SLT			
	Targeted phone calls to PPG parents	Mentor Team			
	Reminder text messages to help support engagement. Texts have been shown to reach PPG parent body more quickly as there is less engagement with newsletters, website or with letters home due to language issues	Admin Team		2000	
	Ensure that families have access to home learning online purchase 30 laptops for those without access	SLT		14,800	
				Total	
				24,700	

Total projected PPG spend 2020 – 2021 = **£204,508**

**To be recalculated annually*