

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Mandeville Primary School
Number of pupils in school	254
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Louise Nichols Executive Headteacher
Pupil premium lead	Marc Thompson, Associate Headteacher
Governor for Pupil Premium	Gill Brady Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,920
Recovery premium funding allocation this academic year	£18,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£ 204,720

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. Our children experienced physical and emotional hardship during the recent lockdowns as the conditions they lived in were not conducive to home learning. 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. Throughout the pandemic, school staff worked tirelessly to provide food, technology and support to all our families.

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 draws on the national plans for education recovery, particularly in the support offered through academic mentor and the school led tutoring programmes. The funds allocated through this initiative are targeted at pupils whose education has been most impacted, particularly disadvantaged pupils. 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. Since the pandemic there is evidence of increased mental health problems among children and families.
8	Before the pandemic Mandeville children were 33% higher than the national average in terms of obesity and the pandemic has meant that children physical development was seriously hampered by lack of sporting activities and basic exercise. 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>85% of pupils (including disadvantaged) reaching expected standard in Phonics screening, KS1 & 2 assessments & Multiplication check in 2022 is above national.</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>Phonics screening results for Y2 (Dec 2021) and Y1 (June 2022) show more than 80% (above national 2019).</p> <p>KS1 reading outcomes for disadvantaged pupils are at least in line with 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
Following 2 lockdowns and their impact on the whole community, pupils 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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 84,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for teachers on summative assessment, gap analysis and responsive teaching.	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.) Professor Rob Coe, EEF Assessing Learning	1, 2, 3, 4
NELI – Nuffield Early Language Intervention Teacher training provided for teachers	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: Nuffield Early Language Intervention, EEF EEF Oral Language Interventions	1, 6
Purchase new decodable phonics books (RWI)	EEF evidence shows that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF Evaluation Evidence Phonics	4,5

<p>Enhance our curriculum planning and teaching and learning in reading in line with DfE and EEF guidance.</p> <p>Embed our new empowerment curriculum to increase sense of belonging for all children</p> <p>SLE Reading specialist training teachers and developing effective use of resources</p>	<p>The Reading Framework, DfE</p>	<p>2,4,5</p>
<p>Provide coaching and mentoring 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>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment</p>	<p>2</p>

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.

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

Budgeted cost: £ 78,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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, both one-to-one: whose education has been most impacted by the pandemic.</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 Foundation EEF</p>	<p>1,3,4,5</p>
<p>Implement the NELL intervention for key children in Reception & Year 1 to develop Oracy.</p> <p>Assess all Nursery children</p> <p>Fund release time for Intervention teacher 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>	<p>1,3,4</p>
<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</p>	<p>1,3,4,6</p>
	<p>explicit nature of the instruction and the intensive support provided.</p> <p>EEF Evaluation EThe Reading Framework, DfE vidence Phonics</p>	

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

Budgeted cost: £ 41,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	6,7,8

Extended day Physical activity	Physical activity has important benefits in terms of health, wellbeing and physical development. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity	6,7,8
Food education	Teaching children about what they eat improves health and wellbeing https://www.nnedpro.org.uk/post/nutrition-education-in-ukprimary-schools	6,7,8

Total budgeted cost: £ 204,720

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 2020 to 2021 academic year.

Academic Year 2020 – 2021

Our internal assessments during 2020/21 show that the performance of disadvantaged pupils at the end of KS1 and KS2, were above national (2019). Monitoring of progress in reading, shows that disadvantaged pupils are making strong progress from their starting points. However, our analysis of internal assessment data highlights gaps in reading, writing and maths for disadvantaged pupils in year 2 (current year 3), year 3 (current year 4), Year 4 (current year 5) and year 5 (current year 6).

We have drawn on evidence from the EEF to understand the impact that school closures due to Covid-19 have had nationally. There is growing evidence around the impact of school closures on the learning outcomes of pupils. Research shows a consistent pattern:

- Pupils have made less academic progress compared with previous year groups
- There is a large attainment gap for disadvantaged pupils, which seems to have grown

The impact was mitigated during the lockdown in Spring 2021, by which time we had provided a laptop or device for every child from Reception to Year 6 to use at home and Wi-Fi dongles and technical support to ensure they could be used effectively. Our high-quality remote learning offer and delivery of our curriculum, which was aided by use of online resources carefully monitored and supported by the senior leadership team. In implementing our blended learning approach, we also proactively targeted vulnerable families and children with SEND for face-to-face learning in school, which again mitigated some of the effects of school closure.

To mitigate the impact of the lockdown on access to healthy, nutritious meals during the school day, we also provided disadvantaged families with weekly food packages and weekly food vouchers. Our analysis of the impact of intervention in language development, reading (particularly phonics) and mathematics shows that the use of evidence-based approaches, such as teacher and teaching assistant led 1:1 and small group tuition, academic mentors, extra lessons outside of normal school lessons had a significant impact on the progress of disadvantaged pupils

Academic Year 2021 – 2022

Key Stage 1 Summary outcomes – 2022

RWM Expected	RWM GD
71%	13%

Reading EXS	Writing EXS	Maths EXS
79%	75%	83%

Reading GD	Writing GD	Maths GD
13%	21%	25%

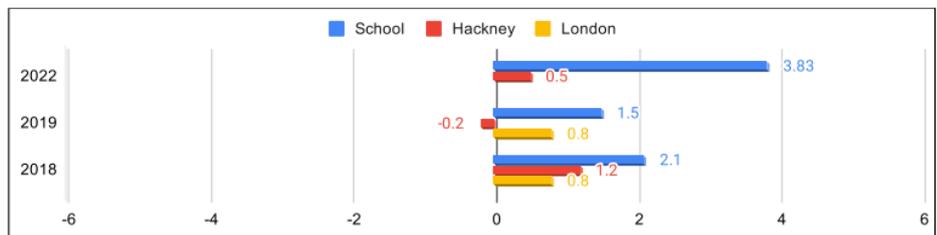
Key Stage 2 Summary outcomes – 2022

RWM Expected	RWM High
78%	17%

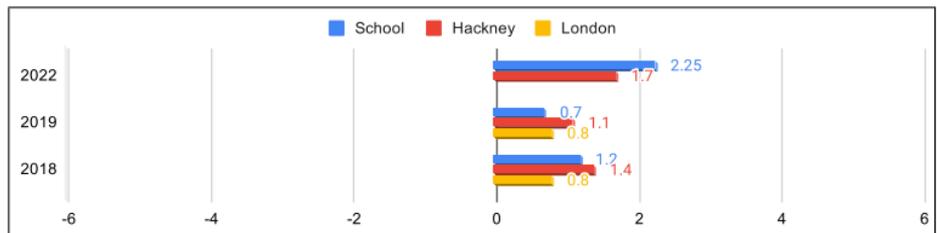
Reading progress	Writing progress	Maths progress
3.8	2.3	1.6

Reading EXS	Writing EXS	Maths EXS
94%	83%	86%

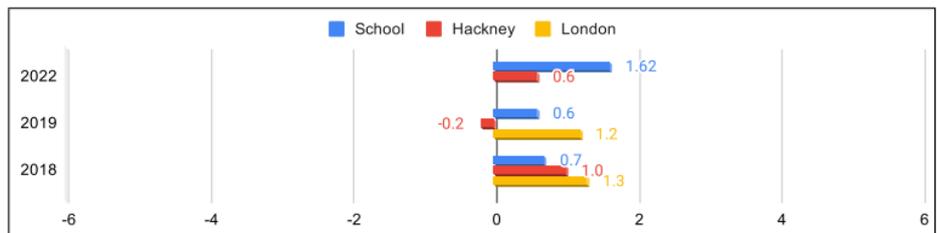
Progress in Reading KS2



Progress in Writing KS2



Progress in Maths KS2



Our end of year outcomes in Key Stage 1 and 2 have increased from 2018 and 2019 performance in all areas. Supporting children through the use of the recovery (catch up premium) has ensured that children have made accelerated progress from their starting points. Children working at greater depth have also been supported through the use of this premium which has meant that more children are now reaching the higher standard, which was a key priority for the school. The positive progress measures, which are significantly higher than 2018 and 2019 school averages and local and national averages, highlight the effective impact of this work.

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

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- continuing to engage in the WAHMs project. This innovative project aims to improve mental health and wellbeing support for children and young people in schools, colleges, specialist and alternative provision education settings in City& Hackney. We will work with our CAHMs mental health practitioner to continue to develop our knowledge in supporting pupils' mental health.
- Embed the work of our new school councillor (Place2be) in supporting children with emotional barriers
- utilising a [DfE grant to train an additional senior mental health lead](#).
- Training a member of staff in Forest School practice to ensure more children benefit from outdoor learning sessions which develop vocabulary and serve as an additional enriching experience in our curriculum
- release ECTs for additional training [EEF: Effective Professional Development](#)
- leaders engaging with NPQs and the HTSA career pathway [EEF: Effective Professional Development](#)