

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	258
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
Dates on which it is reviewed	Dec 2022, Dec 2023, Dec 2024
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 2021 - 22	Amount 2022 - 23	Amount 2023-24
Pupil premium funding allocation this academic year	£185,920	£195,590	£189,845
Recovery premium funding allocation this academic year	£9,860	£20,046	£14,391
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0
Proportion of pupils eligible for Pupil Premium	56%	64%	59%
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	£195,780	£215,636	£204,236

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
Attainment outcomes for disadvantaged pupils are at least in line with or exceeding national for all pupils especially boys.	85% of pupils (including disadvantaged) reaching expected standard in Phonics screening, KS1 & 2 assessments & Multiplication check in 2022 is above national. Internal data tracking, formative and summative assessments show that disadvantaged pupils are making accelerated progress in reading, writing and maths.
Improved oral language skills and vocabulary	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.
Improved early reading attainment among disadvantaged pupils.	Phonics screening results for Y2 (Dec 2021) and Y1 (June 2022) show more than 80% (above national 2019). KS1 reading outcomes for disadvantaged pupils are at least in line with national. Internal data tracking, formative and summative assessments show that disadvantaged pupils are making accelerated progress in reading especially boys.

<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
<p>Disadvantaged pupils access structured opportunities to address the gap in cultural capital through enrichment activities such as after school clubs and trips/visits</p>	<p>Experiences and visits are carefully planned for each class across the year.</p> <p>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</p>
<p>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</p>	<p>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.</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 84,500**

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>	<p>1, 2, 3, 4</p>
<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>	<p>1, 6</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 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>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</p>	<p>1,2,3,4,5,6</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>throughout the key stages and develop fluent readers.</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. 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: £78,350

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, 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: 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 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 Evidence Phonics</p>	1,3,4,6

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

Total budgeted cost: £190,650

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Impact of Pupil Premium activity 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

Impact of Pupil Premium and Recovery Premium activity on pupils in the 2021 to 2022 academic year.

End of year outcomes in Key Stage 1 and 2 for the academic year 2021-22 increased from 2018 and 2019 in all areas. Supporting children through the use of the recovery (catch up premium) ensured that children 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 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.

Academic Year 2021 – 2022

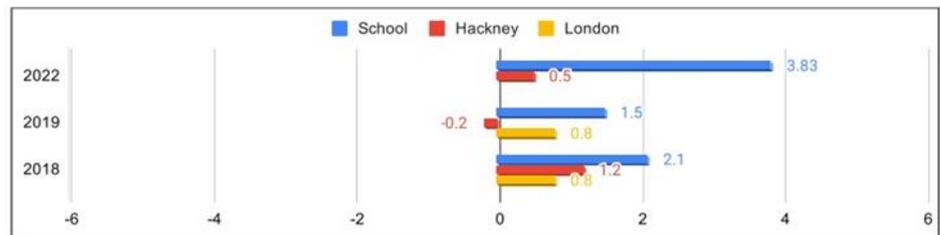
Key Stage 1 Summary outcomes – 2022

RWM Expected	RWM GD	Reading EXS	Writing EXS	Maths EXS	Reading GD	Writing GD	Maths GD
71%	13%	79%	75%	83%	13%	21%	25%

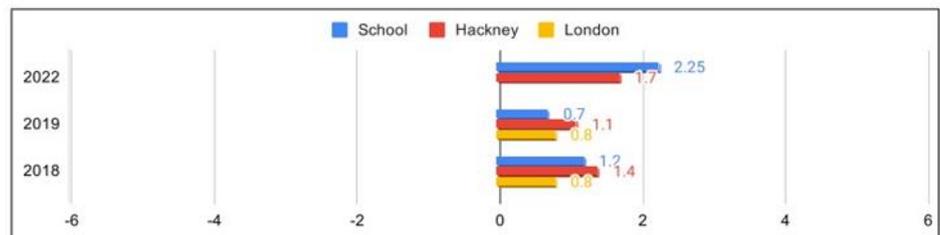
Key Stage 2 Summary outcomes

RWM Expected	RWM High	Reading progress	Writing progress	Maths progress	Reading EXS	Writing EXS	Maths EXS
78%	17%	3.8	2.3	1.6	94%	83%	86%

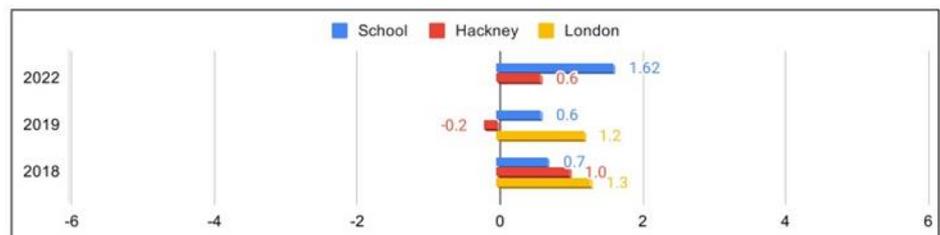
Progress in Reading KS2



Progress in Writing KS2



Progress in Maths KS2



EYFS

Group	% achieved GLD School	% achieved GLD Hackney
Reception ALL	70	71
FSM	77	67
Not FSM	69	76

In EYFS, the children achieving a good level of development is in line with the Hackney averages for all children. However, a notable discrepancy exists between disadvantaged and non-disadvantaged children. Specifically, 77% of children receiving FSM demonstrate better performance compared to their non-FSM peers, constituting 69%. The positive impact on children's progress across all learning areas is attributed to the combination of high-quality initial teaching and additional targeted support provided by an EY Educator.

Year 1 Phonics

Group	% achieved threshold School	% achieved threshold Hackney
Year 1 ALL	87	82
FSM	80	77
Not FSM	92	86

The results indicate that the number of children reaching the threshold surpasses the Hackney average for all children. Our ongoing strategy involves focusing on small groups to guarantee that children from disadvantaged backgrounds are progressing at a similar rate to their non-disadvantaged peers. Early identification of need through the SEND referral process has ensured we make continued progress for all children.

Key Stage 1

Group	Reading EXS+	Writing EXS+	Maths EXS+	RWM EXS+	Reading GDS	Writing GDS	Maths GDS	RWM GDS
Year 2 ALL	79%	75%	83%	71%	13%	21%	25%	13%
FSM (16)	75%	75%	75%	69%	13%	19%	25%	13%
Not FSM (7)	86%	72%	100%	72%	14%	28%	28%	14%

Significant amounts of additional teaching, with boosters from intervention teachers and Teaching and Learning Associates has ensured that the gap between disadvantaged children and non-disadvantaged is continuing to close. Children from a disadvantaged background are now improving in all areas, including greater depth levels.

Key Stage 2

Group	Reading EXS+	Writing EXS+	Maths EXS+	RWM EXS+	Reading GDS	Writing GDS	Maths GDS	RWM GDS
Year 6 ALL	79%	82%	82%	79%	39%	14%	7%	4%
FSM (20)	90%	80%	85%	80%	40%	10%	20%	5%
Not FSM (16)	100%	87%	87%	75%	56%	37%	37%	31%

In Key Stage 2, children from a disadvantaged background made great progress with 80% achieving the expected level for Reading, Writing and Maths combined, compared to 75% not FSM. We will continue to focus on ensuring that greater depth (GDS) in all areas are being targeted through interventions, training for staff and maintaining high standards.

Impact of Pupil Premium and Recovery Premium activity on pupils in the 2022 to 2023 academic year.

The results for 2023 have highlighted the substantial influence of efforts aimed at children from underprivileged backgrounds throughout the school, particularly emphasising the notable progress of disadvantaged students in achieving higher levels of proficiency in Reading, Writing, and Maths.

In performance outcomes, children from disadvantaged backgrounds achieve at least the same level as their peers in Early Years Foundation Stage (EYFS), Year 1 phonics, and Key Stage 1 (KS1) in Reading, Writing, and Maths. This includes children who are working at a greater depth (GD) in KS1. The gap this year was in KS1 where children that were not from a disadvantaged background performed higher than their peers. However, disadvantaged children did perform better than the Hackney average.

EYFS

Group	% achieved GLD School	% achieved GLD Hackney
Reception ALL	79	74
FSM	75	70
Not FSM	83	77

Analysis of results shows that disadvantaged children at Mandeville exhibited better performance at the end of the EYFS than their counterparts across Hackney. Providing multiple opportunities for children to participate in self-regulation, utilising the Zones of Regulation strategy, has facilitated the children's ability to self-regulate and discuss their emotions (86% achieving their Self-Regulation goal). Consistent and effective use of circle time and opportunities for independent play have significantly contributed to the development of relationships among the children (93% achieving their Building Relationships goal).

The implementation of systems for early identification of Special Educational Needs and Disabilities (SEND) has facilitated prompt and targeted support for all children. Particularly, disadvantaged children have had their needs addressed quickly. Successful transitions from home to Nursery and from Nursery to Reception have positively influenced children's adjustment, consequently contributing to their developmental progress.

Year 1 Phonics

Group	% achieved threshold School	% achieved threshold Hackney
Year 1 ALL	85	84
FSM	100	78
Not FSM	72	87

Phonics outcomes for Mandeville children were very positive and significantly higher than the Hackney average: 100% of disadvantaged children have achieved their target compared to 78% in Hackney. This success is attributed to the ongoing emphasis on delivering high-quality phonics instruction and implementing a targeted small group program, led by an English specialist teacher. Rigorous staff training, ensuring clarity across the board, along with early identification and small group interventions, has collectively yielded a beneficial impact on children attaining their goals.

Key Stage 1

Group	% R EXS+	% W EXS+	% M EXS+	% RWM EXS+	% R GDS	% W GDS	% M GDS	% RWM GDS
Mandeville Year 2 ALL	78	78	81	78	19	15	26	15
Mandeville Disadvantaged (13)	70	70	77	70	15	10	10	10
Hackney Disadvantaged	68	64	70	60	18	12	17	10
Mandeville Not Disadvantaged (13)	85	85	85	85	23	23	46	23
Hackney Not Disadvantaged	78	75	79	72	29	21	27	17

Mandeville disadvantaged children outperformed or performed in line with Hackney disadvantaged children in the following areas: Reading, Writing and Maths combined (RWM), Reading (EXS), Writing (EXS) and Maths (EXS).

The great achievements in these areas can be attributed to the additional support offered to disadvantaged children, facilitated by booster sessions conducted by specialist teachers and Teaching and Learning Associates. For the upcoming year, the primary focus will be on enhancing outcomes in reading, writing, and maths at greater depth levels and in line with children who are not from a disadvantaged background. This will be achieved by maintaining high expectations and ensuring the implementation of high-quality first classroom practices by all staff.

Key Stage 2

Group	% R EXS+	% W EXS+	% M EXS+	% RWM EXS+	% R GDS	% W GDS	% M GDS	% RWM GDS
Mandeville Year 6 ALL	82	84	76	73	41	12	27	10
Mandeville Disadvantaged (19)	82	85	76	74	41	15	24	12
Hackney Disadvantaged	73	74	75	62	24	15	18	6
Mandeville Not disadvan- tagged (11)	80	80	73	73	40	7	33	7
Hackney Not Disadvantaged	83	85	86	77	43	30	37	19

Children from a disadvantaged background at Mandeville performed really well in comparison to their peers and Hackney peers in all areas apart from maths at GDS.

2022 outcomes		2023 outcomes	
Writing EXS – disadvan- tagged children	78.6%	Writing EXS – disadvan- tagged children	85%
Maths GDS- disadvan- tagged children	21.4%	Maths GDS – Disadvan- tagged children	24%

Children from a disadvantaged background performed higher in some areas, compared to the previous year. This was evident in Writing (EXS) and in Maths (GDS). This is attributed to the implementation of targeted interventions. By identifying and addressing challenges early on, ensuring in-class support, and providing extra booster sessions as necessary, these efforts have played a crucial role in ensuring that these children remain on track and perform at the same or higher levels than their peers.

The targeted areas for improvement are Reading and Writing where, despite results being 10% higher than in Hackney, there is an ongoing commitment to further improve each year. Supported by Mandeville's specialist English lead, outcomes for disadvantaged children and those with SEND among the disadvantaged group, will be prioritised. The objective is to dismantle barriers to learning and align their outcomes with those of non-disadvantaged children at Mandeville, all while maintaining a strong performance relative to the Borough.

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
<p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:</p> <ul style="list-style-type: none">● 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 NPOs and the HTSA career pathway EEF: Effective Professional Development