Pupil Premium Strategy Statement – Mandeville Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	335
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Miss Kara Hales
Pupil premium lead	Mrs Michelle Wills-Smith
Governor lead	Mrs Fernanda Champness Mrs Hema Pattani

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£69,750

Part A: Pupil premium strategy plan

Statement of intent

At Mandeville Primary School, we have the highest expectations of our pupils and believe that disadvantaged children do not lack ability or talent but can lack opportunity. We believe that all pupils are entitled to a rich and broad range of learning experiences, irrespective of socio-economic background. We strive to create 'learners for life', who achieve their full potential and aspire to be the very best that they can be.

Our pupil premium strategy works towards this overall ambition by addressing the controllable challenges that are having the most significant adverse impact on our disadvantaged pupils. We believe in a culture of early intervention for addressing need and raising attainment, using an evidence-informed, tiered model of high-quality teaching, targeted academic support and wider strategies. Ensuring high levels of achievement and strong progress in language lies at the heart of our strategy but we recognise the importance of curriculum equity. We focus on developing children's ability to be confident, independent and resilient learners, to take responsibility for their own learning and to raise their aspirations. We aim to develop a growth mindset attitude and a culture of 'no limits' as to what our disadvantaged pupils can achieve. We champion each and every child, preparing them for the next stage of their educational journey.

Our strategy is informed by careful diagnosis of the specific needs of our disadvantaged pupils, drawing on assessment information, attendance data, observations, pupil and parent/carer voice and the professional knowledge of staff.

Our key principle is that we have a collective responsibility for disadvantaged pupils and meeting their social, emotional, and academic needs within a nurturing and caring environment. We recognise the importance of a strong partnership between home and school, and are committed to meaningful, positive engagement with our families to enable children to thrive, experience success and to collaboratively ensure the very best outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that, overall, attainment and progress among disadvantaged pupils are below those of non-disadvantaged pupils, with individual and cohort variation across reading, writing and mathematics.
2	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps. These are evident from Reception and, in general, are more prevalent among our disadvantaged pupils than their peers. Disadvantaged pupils generally have greater difficulties with phonics than their peers.
3	Our observations, pupil voice and discussions with staff indicate that some disadvantaged pupils require additional support to develop metacognition,

	self-regulation, independence and resilience as learners.
4	Our observations have identified that parents/carers of disadvantaged pupils tend to engage less with home learning and school events than the parents/carers of non-disadvantaged pupils.
5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. A higher percentage of disadvantaged pupils have been persistently absent compared to their peers.
6	Our assessments, observations and discussions with pupils and families have identified a lack of enrichment opportunities, including participation in wider curriculum experiences, e.g. visits, clubs, etc. These challenges particularly affect disadvantaged pupils.

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
Pupil progress continues to accelerate in reading, writing and mathematics.	The proportion of disadvantaged pupils working at the expected standard or above in reading, writing and mathematics increases from the July 2026 baseline. Internal assessment and pupil progress information demonstrate that all disadvantaged pupils make positive progress from their individual starting points.
Pupils' communication and language skills continue to develop, alongside their vocabulary acquisition.	Assessments, observations and pupil voice demonstrate improved oral language and vocabulary among disadvantaged pupils. At least 80% of disadvantaged pupils in Year 1 achieve the expected standard in the Phonics Screening Check.
Pupils consistently demonstrate a growth mindset attitude and use the eight learning powers.	Pupil voice, classroom observations and work sampling demonstrate that disadvantaged pupils increasingly apply the eight learning powers independently and show confidence, resilience and motivation when approaching learning.
Parents/carers engage positively in their child's learning and development.	At least 70% of parents/carers of disadvantaged pupils engage in one or more relevant school opportunities during the academic year, including information sessions, sharing learning sessions, stay and play sessions and coffee mornings.
Pupil attendance improves and the gap compared with non-disadvantaged pupils diminishes.	Attendance for disadvantaged pupils improves from the 2025–26 baseline and the gap between disadvantaged pupils and their peers reduces. Whole-school attendance is at least 95%, the attendance gap between

	disadvantaged pupils and their peers reduces by at least one percentage point, and whole-school persistent absence is below 8%.
There is strong take-up by disadvantaged pupils of the enrichment opportunities provided by the school and children consistently benefit from these experiences.	100% of disadvantaged pupils are enabled to participate in curriculum-related school visits. Disadvantaged pupils are actively encouraged and supported to participate in clubs and wider enrichment opportunities, with financial barriers removed where necessary. Participation is monitored throughout the year.

Activity in this academic year

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: £2,000

High-quality teaching is central to our approach. The DfE identifies high-quality teaching and professional development as evidence-informed approaches within the pupil premium menu of approaches. The EEF recommends prioritising high-quality teaching as a key element of an effective pupil premium strategy. Professional development is used to strengthen staff knowledge and classroom practice in response to the identified needs of disadvantaged pupils.

Activity	Evidence that supports this approach **(Ongoing professional development enables staff to continue to develop their knowledge and understanding in order to improve their teaching and meet pupils' learning needs – see page 9.)**	Challenge number(s) addressed
Attend the Herts for Learning conference 'The 2027 HFL Education Disadvantaged Conference'. Implement the identified actions and ensure ongoing monitoring, evaluation and review.	This professional development supports our ongoing focus on improving outcomes for disadvantaged pupils by developing staff knowledge of evidence-informed approaches and effective practice from other settings. Learning from the conference will inform staff development and subsequent monitoring and evaluation of provision.	1-6
Review the webinars 'Inclusive Practice For Underserved Learners' and build into ongoing staff professional development.	This professional development supports our focus on inclusive, equitable classroom practice and strengthening relationships with disadvantaged pupils and their families. It will support staff to reflect on expectations, belonging, self-efficacy and the effective use of information to identify and respond to barriers experienced by disadvantaged pupils.	1-6
Review the webinars 'Incorporating Metacognition Strategies Into Everyday Teaching' and 'Developing Independent, Resilient And Powerful Learners' and build into ongoing staff professional development.	EEF evidence identifies metacognition and self-regulated learning as having a positive impact on pupil learning. This professional development will strengthen staff understanding of how metacognitive strategies can be explicitly taught and embedded within everyday classroom practice.	3

Review the webinars 'RISE – Reducing The Disadvantage Gap – Reception Year' and build into ongoing staff professional development.	This professional development supports the early identification of disadvantage-related barriers in Reception and the effective use of EYPP funding. It will strengthen staff understanding of how to identify individual needs, select appropriate evidence-informed approaches and evaluate their impact on children's outcomes.	1&2

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

Budgeted cost: £63,750

The DfE menu of approaches identifies one-to-one and small-group tuition, targeted literacy and numeracy interventions, support for language development and effective teaching assistant deployment as evidence-informed approaches. Provision is targeted according to diagnostic assessment and reviewed regularly in response to pupil outcomes.

Activity	Evidence that supports this approach (The Education Endowment Foundation (EEF) identifies that the specific focus on the activities below have a positive impact on pupil outcomes – see page 9.)	Challenge number(s) addressed
Provide additional teacher support for three days per week – in class and through small group interventions.	The Pupil Premium Leader works in class, alongside the class teacher, for three mornings per week, with a specific focus on accelerating the progress of disadvantaged pupils and those working below age-related expectations. She also works with targeted groups for three afternoons, focussing on phonics and reading. The impact of this deployment is monitored, evaluated and reviewed throughout the term using pupil voice, work sampling, data analysis, parent/carer and staff feedback. The classes/groups that the Pupil Premium Leader works with are reviewed on a half-termly basis in response to ongoing monitoring and pupil outcomes.	1-3
Provide additional language support for identified pupils in Reception.	Oral language interventions can have a positive impact on pupils' language skills and attainment, particularly where approaches focus on speaking and listening. Elements of the Nuffield Early Language Intervention (NELI) programme are used to provide targeted support to improve the oral language skills of identified Reception pupils.	2
Provide targeted support for disadvantaged pupils in Year 1 who did not achieve a Good Level of Development at the end of Reception.	Assessment information identifies that five of the eight disadvantaged pupils who are now in Year 1 did not achieve a Good Level of Development at the end of Reception. Targeted support will address identified gaps in learning, with a particular focus on early language, literacy and mathematics.	1&2

	Provision will be informed by diagnostic assessment and reviewed regularly in response to pupils' progress and individual needs.	
Provide online tutoring sessions for targeted pupils in Key Stage 2.	Tutoring is identified by the DfE as an effective, well-evidenced targeted approach to increasing the attainment of disadvantaged pupils. Online tutoring is targeted at identified pupils working below age-related expectations in mathematics and its impact is monitored through pupil progress information.	1

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach (The Education Endowment Foundation (EEF) identifies that the specific focus on the activities below have a positive impact on pupil outcomes – see page 9.)	Challenge number(s) addressed
Provide parents/carers with the e-learning video 'Supporting Learners At Home: A Parent Guide To Mindsets, Learning Behaviours And Metacognition'.	The e-learning video has the following learning outcomes: ▪ To introduce key ideas about how we learn and how our mindsets and behaviours contribute. ▪ To explore practical ideas for use at home.	3&4
Run a workshop session for parents/carers on growth mindset.	The parental workshop aims to help parents/ carers to improve the learning experience at home by embedding key teaching and learning behaviours.	3&4
Hold an information session for parents/carers on phonics and reading.	The session has the following learning outcomes: ▪ To explore the importance of developing positive reading behaviours. ▪ To develop understanding of how to support children in learning to read. ▪ To explore quality books and strategies for fostering a love of reading.	2&4
Liaise with parents/carers regarding any pupil attendance concerns and work in partnership to reduce potential barriers in line with the national approach and Hertfordshire guidance.	Supporting attendance is explicitly identified within the DfE pupil premium menu of approaches. Our attendance data identifies this as a particular barrier for disadvantaged pupils. Our approach focuses on early identification, understanding and addressing individual barriers and working in partnership with families.	5
Promote pupil attendance at events and clubs, and work in partnership with parents/carers to reduce potential barriers,	Enrichment is identified within the DfE pupil premium menu of approaches, including extracurricular and co-curricular activities, sport, outdoor and nature activities, arts participation and wider life skills. Our own diagnosis indicates	6

including providing financial assistance as needed.	that disadvantaged pupils can experience reduced access to these opportunities; funding will therefore be used to remove financial and practical barriers to participation.	

Total budgeted cost: £69,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

At Mandeville Primary School, we use the Herts for Learning (HfL) 'Easy Tracking' assessment system. The key principle of the system is to support a 'light-touch' approach to summative assessment, allowing teachers more time to focus on the formative aspects of assessment. High quality internal and external moderation is used to support consistency and accuracy.

At each year group, judgements are made in relation to pupils being 'on track' to be 'Working at Pre-Curriculum Expectations (PRE)', 'Working Towards the Curriculum Expectation (WTS)', 'Working at the Expected Standard (EXS)' or 'Working at Greater Depth (GDS)'.

At the end of the summer term 2026, there were 45 disadvantaged pupils in the school, three of whom have an Education, Health and Care (EHC) plan, five are identified as SEN Support and a further 13 are recorded as either Monitor or Concern on the SEN Register.

Overall attainment and progress was as detailed below.

Pupil Premium Pupils Attainment (34 KS1/KS2) Summer 2026	On Track To Achieve EXS Or GDS	On Track To Achieve GDS
Reading (%)	55.9%	17.6%
Writing (%)	47.1%	2.9%
Mathematics (%)	47.1%	14.7%

Pupil Premium Pupils Progress (34 KS1/KS2) Summer 2026	Making Positive Progress
Reading (%)	82.4%
Writing (%)	79.4%
Mathematics (%)	82.4%

In July 2026, there were eight Reception pupils who were eligible for pupil premium funding. Three achieved a Good Level of Development.

In July 2026, there were five Year 1 pupils who were eligible for pupil premium funding who took the Phonics Screening Check. Four met the expected standard.

In July 2026, there were six Year 6 pupils eligible for pupil premium funding. This was a small cohort with a diverse range of individual starting points and needs; two pupils had Education, Health and Care (EHC) plans and one pupil was identified as SEN Support. Consequently, cohort-level attainment data should be interpreted alongside pupils' individual starting points and progress. Of the six pupils, one achieved the expected standard in reading and two achieved greater depth; two achieved the expected standard in writing and one achieved greater depth; and three achieved the expected standard in mathematics.

Nine Year 6 pupils took part in weekly maths tutoring sessions with 'TLC Live'. Three of these children are eligible for pupil premium funding, one is identified as SEN Support and one has an Education, Health and Care (EHC) plan. Pupils made between 2.4 and 13.2 months additional progress.

Our evaluation of outcomes for disadvantaged pupils in 2025–2026 indicates a mixed but improving picture. While attainment remains below our ambition in reading, writing and mathematics, internal assessment demonstrates that a large majority of disadvantaged pupils made positive progress during the year: 82.4% in reading, 79.4% in writing and 82.4% in

mathematics. Outcomes are considered in the context of small cohort sizes and the individual starting points and additional needs of pupils, particularly where disadvantage and SEND intersect.

Targeted academic support had a positive impact for identified pupils, particularly through the weekly mathematics tutoring provided by TLC Live and the targeted phonics support reflected in the Year 1 Phonics Screening Check outcomes.

However, outcomes demonstrate that further work is required to increase the proportion of disadvantaged pupils attaining the expected standard, particularly in writing and mathematics. This has informed the continuation of targeted teacher support, early intervention in phonics and reading and our focus on high-quality classroom practice.

Wider outcomes for disadvantaged pupils were also monitored during 2025–2026, including attendance, parental engagement and participation in enrichment opportunities. Overall, whilst attendance of disadvantaged pupils was higher than the previous year, it was still lower than non-disadvantaged pupils. This evaluation has informed the continued focus on attendance, partnership with parents/carers and removing barriers to participation in enrichment within the 2026–2029 strategy.

Externally provided programmes

Programme	Provider
National Tutoring Programme	TLC Live

Further information (optional)

We have used the current DfE guidance and EEF evidence to develop our strategy and will use the DfE's five-step approach throughout its implementation:

1. Identifying the challenges faced by our disadvantaged pupils
2. Using evidence
3. Developing an effective strategy
4. Delivering and monitoring our strategy
5. Evaluating and sustaining our strategy

Our strategy is informed by a range of evidence, including internal and external assessment, attendance information, observations, work scrutiny, pupil voice, parent/carer engagement and staff professional knowledge. We will monitor implementation and pupil outcomes throughout the year and adapt provision where evidence indicates that this is necessary.

Evaluation will focus primarily on outcomes for disadvantaged pupils and will consider short-, medium- and longer-term impact across attainment, progress, attendance, engagement and wider identified barriers. Findings will inform decisions about which approaches should be sustained, adapted or discontinued.

Our strategy draws on relevant EEF evidence and guidance, including:

- Effective professional development
  https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/continuing-professional-development
- Metacognition and self-regulation
  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation
  https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition
- Reading
  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies
- Phonics
  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics
- Feedback
  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback
  https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback
- Parental engagement
  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement
  https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents