



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Miss Kara Hales
Pupil premium lead	Mrs Michelle Smith
Governor lead	Mrs Fernanda Champness Mrs Jo Broderick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,905
Recovery premium funding allocation this academic year	£4,060
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	£47,965

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 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 (where available) assessments indicate that attainment on entry and progress among disadvantaged pupils is below that of non-disadvantaged pupils.
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 and discussions with pupils have identified that growth mindset, metacognition and self-regulation skills tend to be less strong for our disadvantaged pupils than their peers.
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.	Improved pupil attainment and progress in reading, writing and maths compared with July 2022 data.
Pupils' communication and language skills continue to develop, alongside their vocabulary acquisition.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. 83% of Year 1 pupils achieve the expected standard in the Phonics Screening Check.
Pupils consistently demonstrate a growth mindset attitude and use the eight learning powers.	Pupils demonstrate confidence, independence, resilience and motivation, in both the school and home environment.
Parents/carers engage positively in their child's learning and development.	70% of parents/carers attend information sessions, sharing learning sessions, stay and play sessions, coffee mornings, etc.
Pupil attendance improves and the gap compared with non-disadvantaged pupils diminishes.	The overall absence rate for all pupils is no more than 96%, and the attendance gap between disadvantaged pupils and their peers is reduced by 1%. The percentage of all pupils who are persistently absent 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 attend school visits and at least 50% attend school clubs.

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: £1,193

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
Review the outcomes from the Herts for Learning webinar 'Developing A 'Learning Led' Pupil Premium Strategy'. Implement the identified actions and ensure ongoing monitoring.	The training has the following learning outcomes: - To understand how to identify the barriers to learning for disadvantaged students. - To explore the most effective strategies to overcome those barriers. - To produce an impactful pupil premium strategy. - To understand how to monitor and evaluate the success of interventions.	1-6
Attend the Herts for Learning conference 'The 2023 HFL Education Disadvantaged Conference'. Implement the identified actions and ensure ongoing monitoring.	The training has the following learning outcomes: - To learn from the expertise of skilled and respected practitioners. - To explore strategies to ensure pupils can attain and progress as well as their peers. - To review resources and ideas for implementation in schools that have worked effectively in other settings. - To increase in confidence to be proactive in addressing the moral purpose of education – no child left behind, no school left behind.	1-6
Attend the Herts for Learning webinar 'Advantage The Disadvantaged - Strategies To Maximise Progress And Close Gaps For All Children In The EYFS Regardless Of Background Or Circumstances'. Implement the identified actions and ensure ongoing monitoring.	The training has the following learning outcomes: - To explore and evaluate effective provision and interventions to promote progress for children at risk of underachievement and demonstrate impact. - To recognise and address possible bias in relation to race, gender, social class and disability to ensure there are high expectations for all children. - To gain confidence with supporting every child to meet their full potential through a range of effective strategies based on research and experience.	1-6
Review the webinars 'Incorporating Metacognition	The training has the following learning outcomes: To develop further knowledge and understanding of research and principles	3

Strategies Into Everyday Teaching' and 'Developing Independent, Resilient And Powerful Learners'. Explore at the INSET Day on 01/09/2022 and subsequent staff meetings.	linked to developing pupils' metacognition and self-regulated learning. To explore the key concepts of metacognition and incorporate the development of these skills into everyday classroom practice.	
Attend the Herts for Learning webinar 'Early Years: Foundations For Future Success'. Implement the identified actions and ensure ongoing monitoring.	The training has the following learning outcomes: - To deepen their subject knowledge in supporting teaching and learning across the EYFS. - To understand the benefits of learning through interconnected experiences. - To explore ways to support children make sense of the world around them, build relationships with others, and develop life skills to equip them for future success in our ever-changing world.	2&3
Attend the Herts for Learning webinar 'Key Stage 1 Reading Fluency Project: Implications For Classroom Practice'. Implement the identified actions and ensure ongoing monitoring.	The training has the following learning outcomes: - To have a deeper understanding of the effective strategies used in the KS1 Reading Fluency Project. - To feel confident to be able to implement these strategies back in the classroom. - To be equipped with resources to implement aspects of the project.	1&2
Attend the Herts for Learning webinar 'Essential Formative Assessment Tools For Teaching Assistants'. Implement the identified actions and ensure ongoing monitoring.	The training has the following learning outcomes: - To build on prior understanding of what formative assessment is and the key principles of assessment for learning (AfL). - To gain practical ideas to apply to classroom practice.	1&3

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

Budgeted cost: £43,325

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	1-3

	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/carers and staff feedback. The classes/groups that the Pupil Premium Leader works with is reviewed on a half-termly basis in response to ongoing monitoring and pupil outcomes.	
Provide additional language support for identified pupils in Reception.	The EYFS HLTA implements elements from the 'Nuffield Early Language Intervention (NELI)' programme, which provides targeted support to improve the oral language skills of identified pupils.	2
Provide online tutoring sessions for targeted pupils in Key Stage 2.	Online tutoring is used to accelerate the progress of pupils working below age-related expectations in mathematics. This is the school's contribution to the National Tutoring Programme.	1

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

Budgeted cost: £3,049

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'. Send home weekly updates.	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
Attend the Herts for Learning conference 'Parental Engagement 2022'. Implement the identified actions and ensure ongoing monitoring.	The session has the following learning outcomes: - To explore the links between parental engagement and participation and pupil progress and attainment. - To explore the barriers and challenges to parental engagement with schools. - To explore some of the implications of remote learning and the Covid-19 pandemic on parents' relationships with school. - To consider strategies and initiative to reshape school's approaches to parental engagement and participation.	4
Run the Herts for Learning 'Parent 2	The parental education programme aims to help parents/carers to improve the learning experience at	3&4

Parent' programme for up to 20 parents/carers.	home by embedding key teaching and learning behaviours. The programme adopts a modular approach, with each of the six modules focused on a different learning technique.	
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
Review the Herts for Learning webinar 'Enabling Parents To Support Primary Mathematics At Home'. Hold an information session for parents/carers.	The training has the following learning outcomes: ▪ To consider the importance and impact of successful parent partnerships and ways to engage parents. ▪ To explore a range of home learning opportunities in maths. ▪ To consider the areas of maths where parental engagement could have a significant impact on pupil learning. ▪ To consider how materials provided could be developed and used to support home learning. ▪ To consider the implementation of the above, tailored to the school setting.	4
Review the Herts for Learning webinar 'Role Of Parents And Carers In Maximising Impact Of The RSHE Curriculum'. Hold an information session for parents/carers.	The training has the following learning outcomes: ▪ To identify practical strategies to engage with parents and carers and help them understand the value and impact of RSHE. ▪ To explore creative ideas, approaches resources to build on school based RSHE learning at home. ▪ To support parents and carers to manage 'tricky' conversations around puberty and sex education. ▪ To examine ways to dispel any worries or myths parents may have about the curriculum and share the schools commitment to equality and diversity.	4
Attend Hertfordshire 'Steps Refresher Training'. Hold an information session for parents/carers.	The session has the following learning outcomes: ▪ To ensure parents understand how the school promotes a therapeutic approach through the Hertfordshire Steps training resources. ▪ To share why we use a therapeutic approach. ▪ To help everyone understand our school policy. ▪ To discuss the challenges and misconceptions around a therapeutic approach.	4
Liaise with parents/carers regarding any pupil attendance concerns and work in partnership to reduce potential barriers in line with the new DfE 'Working Together To	Research published by the Department for Education (DfE) in 2016 shows that overall absence has a negative link to attainment. https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014 The links between attendance and achievement are strong. Pupils with persistent absence are less likely	5

Improve School Attendance' guidance.	to attain at school and stay in education after the age of 16 years.	
Promote pupil attendance at events and clubs, and work in partnership with parents/carers to reduce potential barriers, including providing financial assistance as needed.	The Department for Education (DfE) highlight the importance of equipping pupils with the knowledge and cultural capital they need to succeed in life. Children should have access to a wide, rich set of experiences in the curriculum and through extra-curricular activities. They should be provided with a range of opportunities to nurture and develop their talents and interests. https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook	6
Attend the Herts for Learning webinar 'Engaging Families And The Community In Early Years Using 50 Things'. Promote the '50 Things' app to parents/carers.	The training has the following learning outcomes: ▪ To support practitioners plan enrichment opportunities in their community that support their curriculum goals ▪ To widen children's experiences and support families to continue to embed learning at home.	2, 4&6

Total budgeted cost: £47,567

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 2021 to 2022 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 2022, there were 31 disadvantaged pupils in the school, 2 of whom had an Education, Health and Care (EHC) plan, 4 were identified as SEN Support and a further 13 were recorded as either Monitor or Concern on the SEN Register.

Pupil Premium Pupils Attainment (25 KS1/KS2) Summer 2022	On Track To Achieve EXS Or GDS	On Track To Achieve GDS
Reading (%)	68.0%	16.0%
Writing (%)	60.0%	4.0%
Mathematics (%)	64.0%	4.0%

Pupil Premium Pupils Progress (25 KS1/KS2) Summer 2022	Making Positive Progress
Reading (%)	80.0%
Writing (%)	72.0%
Mathematics (%)	80.0%

Despite the challenges of coronavirus (COVID-19), the summative data for this focus group is very impressive.

The percentage of pupils on track to achieve EXS/GDS increased in all subjects from the autumn term – reading (+16.1%), writing (+11.9%) and maths (+8.4%).

Finally, the percentage of pupils making positive progress significantly increased in all areas – reading (20.7%), writing (16.4%) and maths (13.3%).

Externally provided programmes

Programme	Provider
National Tutoring Programme	TLC Live

Further information (optional)

We have used the recommended guidance tools to formulate this statement and will continue to focus on the following steps to develop and deliver an effective strategy.

1. Diagnosing our pupils' needs
2. Using strong evidence to support our strategy
3. Implementing our strategy
4. Monitoring and evaluating our strategy

The approaches we have adopted are selected on the basis of strong educational evidence. We have used the key recommendations from the Education Endowment Foundation (EEF), including the 'Teaching and Learning Toolkit' and 'Guidance Reports'.

In particular, we have reviewed our approach in relation to the updated 'The EEF Guide To The Pupil Premium'

https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957

The 'School Improvement Plan 2022-2023' includes the following elements:

- 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>
- Oral language
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>
- 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>
- One to one tuition
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>

We continue to have a high correlation between disadvantaged pupils and children with special educational needs and disabilities (SEND). Of the 29 disadvantaged pupils currently on roll, 3

are identified as SEN Support, 1 has an Education, Health and Care (EHC) plan and 10 are being closely monitored for potential SEND need. Strong liaison between the Pupil Premium Leader and SENCo ensures continued effective provision for these pupils.