



Mandeville Primary School - Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Mandeville Primary School
Pupils in school	261
Proportion of disadvantaged pupils	13% (35 pupils)
Pupil premium allocation this academic year	£48,204
Academic year or years covered by statement	2019-22
Publish date	02 November 2020
Review date	02 November 2021
Statement authorised by	Kara Hales
Pupil premium lead	Michelle Smith
Governor lead	Fernanda Champness

Disadvantaged pupil progress scores for last academic year (2018-2019)

Measure	Score
Reading	+1.05
Writing	+2.07
Maths	-1.51

Disadvantaged pupil performance overview for last academic year (2018-2019)

Measure	Score
Meeting expected standard at KS2	60%
Achieving high standard at KS2	40%

Main barriers to educational achievement faced by eligible pupils at the school

Barrier
Oral language skills
Growth mindset attitude
Parental engagement

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all members of staff have received relevant training to effectively deliver the catch up sessions using the Herts for Learning (HfL) Back on Track materials.
Priority 2	Provide additional, targeted phonics, reading and maths catch-up support.
Barriers to learning these priorities address	Ensure staff use evidence-based whole-class teaching interventions and opportunities to close gaps created by disrupted education from the impact of coronavirus (COVID-19).
Projected spending	£10,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to LA average	Sept 21

Measure	Activity
Priority 1	Ensure all members of staff have received relevant training to effectively deliver the catch up sessions using the Herts for Learning (HfL) Back on Track materials.
Priority 2	Provide additional, targeted phonics and reading catch-up support.
Barriers to learning these priorities address	Ensure staff use evidence-based whole-class teaching interventions and opportunities to close gaps created

	by disrupted education from the impact of coronavirus (COVID-19).
Projected spending	£10,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	To implement the Herts for Learning (HfL) Back on Track materials throughout the school, alongside in class provision from Pupil Premium lead, in order to support pupils in making substantial progress by the end of the academic year.
Priority 2	Establish small group phonic, reading and maths interventions for disadvantaged pupils falling behind age-related expectations.
Barriers to learning these priorities address	Ensuring disadvantaged children have additional support to make up for the missed learning opportunities due to the impact of coronavirus (COVID-19), whilst continuing on the current curriculum path.
Projected spending	£37,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Develop pupil independence and resilience
Priority 2	Enhance parent/carers engagement
Barriers to learning these priorities address	Improving pupils' metacognition and ownership of learning, alongside shared parental commitment to the school ethos
Projected spending	£1,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days, staff meetings and release time, as needed. Access to the online sessions supported by HfL.
Targeted support	Ensuring effective additional support in response to pupil need	Pupil Premium Leader based within the classes to meet needs through team teaching and/or group interventions
Wider strategies	Engaging the families facing most challenges	Use of strong communication and signposting to relevant support for parents. Promotion of school ethos with parents.

		Staff meeting to share strategies to support children with developing independent, resilient and powerful learners.
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Review: last year's aims and outcomes

Aim	Outcome
Improved oracy/phonics skills	Excellent improvement over recent years with Mandeville exceeding disadvantaged national average. This was due to additional, targeted phonics support. 2019-2020 pupil outcomes will have been impacted as a result of coronavirus (COVID-19).
Accelerated progress in reading, writing and mathematics	Steady improvement in disadvantaged pupil progress. 2019-2020 pupil outcomes will have been impacted as a result of coronavirus (COVID-19).
Increased attendance	2019-2020 attendance was impacted as a result of coronavirus (COVID-19).
Increased enrichment participation	2019-2020 pupil enrichment opportunities were impacted as a result of coronavirus (COVID-19).