

Pupil Premium Strategy/Self-Evaluation Statement

1. Summary Information (September 2019-July 2020)					
School	Mandeville Primary School				
Academic Year	2019-2020	Total PP Budget	£38,956	Date Of Most Recent PP Review	September 2019
Total Number Of Pupils	248	Number Of Pupils Eligible For PP	34	Date For Next Internal Review Of This Strategy	January 2020

2. Current Attainment (Analyse School Performance 2019)		
<i>Data Based On 6 KS2 PP Pupils (Year 6)</i>	<i>Pupils Eligible For PP (Mandeville)</i>	<i>Pupils Not Eligible For PP</i>
% achieving expected standard or above in reading, writing and mathematics	67%	65% (national), 83% (Mandeville)
Reading progress score (as measured in the school)	0.9	1.4
Writing progress score (as measured in the school)	1.9	0.7
Mathematics progress score (as measured in the school)	-1.0	1.8

3. Barriers To Future Attainment (For Pupils Eligible For PP)		
Academic Barriers		Evidence
A.	Oral language skills	In 2018-2019, pupils in Reception and Year 1 required additional daily, targeted phonics support.
B.	Progress in English and maths	In 2018-2019, the progress measures in reading and maths were below that of non-PP pupils.
C.	Attendance	In 2018-2019, the gap in the attendance of PP pupils and non-PP pupils was 2.0% and the persistent absence gap was 13.6%.
Additional Barriers		Evidence
D.	Enrichment participation	In 2018-2019, the proportion of PP pupils who participated in enrichment activities was less than non-PP pupils.
4. Intended Outcomes		Success Criteria
A.	Improved oracy/phonics skills	In July 2020, 75% of pupils will leave the EYFS demonstrating age-related communication and language development. In June 2020, the number of Year 1 pupils meeting the expected standard in the phonics screening check will be 100%.
B.	Accelerated progress	In 2019-2020, the progress measure gap in reading and maths will have reduced from 2018-2019.
C.	Increased attendance	The persistent absence gap between the attendance of PP pupils and non-PP pupils will reduce to below 10%.
D.	Increased enrichment participation	A greater proportion of PP pupils will participate in enrichment activities compared with 2018-2019.

5. Review Of Expenditure				
Previous Academic Year		2018-2019		
i. Quality Of Teaching For All				
Action	Intended Outcome	Estimated Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate.)	Lessons Learned: Will you continue with this approach?	Cost
Growth Mindset INSET (03.09.18) Staff Meetings (1 per term) Phase Meetings (2 per term) LSA Training (1 per term) Ongoing professional development:: 'Strategic Leadership And Teaching To Embed A School-Wide Growth Mindset Culture' course (16.01.19/30.04.19) 'Understanding Executive Function And Metacognition To Develop And Support Self-Regulated Learners' course (27.03.19)	Pupils develop a growth mindset approach to learning so they can become successful lifelong learners. They also develop the use of Mandeville's eight learning powers so that they have the tools to be able to talk about and understand their learning.	The school believes that the meta-cognition and self-regulation ('learning to learn') approach, which aims to help learners think about their own learning more explicitly, is proving to be very successful. Children are able to talk knowledgeably about themselves as learners and are taking increased responsibility for their learning and developing their understanding of what is required to succeed.	The 'Education Endowment Foundation: Teaching and Learning Toolkit' suggests that developing meta-cognition and self-regulation is one of the most effective and cost-effective ways of improving pupils' learning. Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. Therefore, the school will be continuing with this approach, which is now embedded within whole-school strong learning culture. Mandeville was featured in 'The Exchange' the 'Herts for Learning' newspaper for schools in February 2016 as a result of the school's strength in this area.	£510
ii. Targeted Support				
Action	Intended Outcome	Estimated Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate.)	Lessons Learned: Will you continue with this approach?	Cost
Ongoing professional development: 'Supersonic Phonics: Delivering Lively, Engaging And Active Phonic Activities To Help Develop Early Literacy Skills' Course (28.03.19) Targeted programmes focussing on key English and Mathematics skills (Timetabled sessions) Implementation of Pupil and Teacher Premium Files, which contain: individualised timetable; intervention planning grid; targets; home/school communication sheets; various support materials.	Accelerated progress, including improved English and mathematics skills.	The judgement of the Herts Improvement Partner was that the sessions are providing high quality support, which is expertly meeting the specific learning needs of the children. The pupil premium files are well received and are developing as working documents to support independent learning and strengthen the transition of learning between the pupil premium sessions and class learning activities. Summer term data evidences the high proportions of disadvantaged pupils, throughout each year group, now making and exceeding expected progress in English and mathematics considering their different starting points.	The 'Education Endowment Foundation: Teaching and Learning Toolkit' suggests that intensive tuition in small groups is effective and can ensure progress. The school recognises that quality professional development is essential and therefore a number of courses were attended linked to English and Mathematics provision. The pupil premium timetable were adjusted on a termly basis and constantly 'tweaked' to most effectively meet pupils' learning needs and ensure breadth and balance to their curriculum. The group sessions (Year 1 to Year 6), of no more than 6 pupils, focused on reading, writing and mathematics. The gap between the attainment of disadvantaged children and their peers is steadily closing. Pupils who are not on track either have special educational needs and/or joined the school at some point during the key stage. Pupils in the Early Years Foundation Stage were supported by an additional teaching session, led by the Early Years Leader. All pupils made strong progress. Therefore, the school will be continuing with this approach.	£42,900
iii. Other Approaches				
Action	Intended Outcome	Estimated Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate.)	Lessons Learned: Will you continue with this approach?	Cost
Ongoing liaison with parents/carers regarding school attendance and engagement with home learning opportunities.	Parental and pupil engagement is strengthened.	Pupils benefitted from the enrichment opportunities, including Kingswood and Lego Club. Class teachers reported increased confidence and enthusiasm, as evidenced in the 'Sharing Learning Sessions'.	A challenging approach to measure in terms of impact, however governors also noted during pupil interviews that pupils were enthusiastic or very enthusiastic about their extra provision.	£1,470

6. Review Of Expenditure			
Key Impact Against Desired Outcomes 2018-2019	A.	Improved oracy/phonics skills	In July 2019, 100% of Reception PP pupils were assessed at age-related expectations in Communication and Language Development in the Foundation Stage Profile. Early screening through WellComm and targeted support to areas that were highlighted can be attributed to this success. In June 2019, 100% of Year 1 PP pupils met the expected standard in the Phonics Screening Check.
	B.	Increased parental engagement	78% of PP parents/carers attended the Parent/Carer and Teacher Consultation sessions. A high proportion of parents/carers attended Sharing Learning sessions, which supported parental engagement.
	C.	Accelerated progress	The progress measure is closing throughout the school. This was most noticeable in writing at the end of Year 6. Teachers have reported the PP pupils are appearing more confident, independent and motivated. This is having a positive impact on outcomes.
	D.	Increased attendance	The gap between the attendance of PP pupils and non-PP pupils is steadily closing. Additional targeted support has been put in place for individuals through close liaison with the PP/Enrichment Leader and the Attendance Improvement Officer.
Overall	At Mandeville, there is a high correlation in this group between significant special educational needs and/or disabilities and other disadvantage, and eligibility for PP funding. Given pupils' baseline data, it continues to be a challenge for many to reach age related expectations. However, expected progress is being made in almost all instances. Where PP status does not coincide with special educational needs and/or disabilities and other disadvantage, pupils make very good progress. The school will continue to accelerate further the progress across the curriculum of disadvantaged pupils so that any differences are diminished and attainment matches, or is improving towards, that of other pupils with the same starting points.		

6. Planned Expenditure					
Academic Year	2019-2020				
The headings enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality Of Teaching For All					
Action	Intended Outcome	What Is The Evidence And Rationale For This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	When Will You Review Implementation?
Teachers will provide pupils with incisive feedback to improve their knowledge, understanding and skills. Pupils will use this feedback in order to improve. Staff will take part in action research linked to the EEF's recommendations on metacognition and self-regulated learning.	INSET (02.09.19) Staff Meetings (1 per term) Phase Meetings (2 per term) LSA Training (1 per term) Ongoing professional development: 'To Mark, Or Not To Mark? Developing Feedback Utilising Evidence Informed Practice' course (05.11.19/03.12.19) 'Growing Powerful Minds' course (23.10.19) 'Cognitive Load Theory And Formative Assessment In Practice: What Every Teacher Should Know About Cognitive Science' course (27.11.19)	The 'Education Endowment Foundation: Teaching and Learning Toolkit' suggests that providing feedback is one of the most effective and cost-effective ways of improving pupils' learning. This is true on all types of learning across all age groups. On average the provision of high-quality feedback can lead to an improvement of eight additional months' progress over the course of a year. Metacognition and self-regulation approaches also have consistently high levels of impact, with pupils making an average of seven months' additional progress.	Ongoing monitoring: Lesson observations Work scrutiny Pupil interviews Conference feedback Course feedback	Headteacher (KH)	December 2019 March 2020 July 2020
Total Budgeted Cost					£1043.00
ii. Targeted Support					
Action	Intended Outcome	What Is The Evidence And Rationale For This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	When Will You Review Implementation?
Accelerate progress in English and Mathematics, including improved oracy and language skills through the implementation of strategies from the 'Reading Fluency Project' and 'Improving Progress In Maths Project'.	Targeted support within class, focussing on key English and Mathematics skills (Timetabled sessions)	The 'Education Endowment Foundation: Teaching and Learning Toolkit' suggests that intensive tuition in small groups is effective and can ensure progress. Research indicates that it is most likely to be effective if it is targeted at pupils' specific needs can lead to an improvement of five additional months' progress over the course of a year.	Ongoing monitoring: Lesson observations Work scrutiny Pupil interviews	Enrichment Teacher (MS)	December 2019 March 2020 July 2020
	Targeted interventions focussing on key learning skills (Timetabled sessions) Staff Meetings (1 per term)		Ongoing monitoring: Lesson observations Work scrutiny Pupil interviews	SENCo (FL)	December 2019 March 2020 July 2020
Total Budgeted Cost					£37,406.00
iii. Other Approaches					
Action	Intended Outcome	What Is The Evidence And Rationale For This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	When Will You Review Implementation?
Increase pupil engagement in learning opportunities and raise self-esteem/aspirations.	Promote and financially support school visits, visitors, clubs and enrichment experiences.	Uptake at clubs is lower than non-PP pupils and experiences would serve to engage, broaden horizons and raise attendance,	Ongoing monitoring: Club/Visit attendees Pupil interviews	Enrichment Teacher (MS)	December 2019 March 2020 July 2020
Total Budgeted Cost					£507.00

7. Additional Detail

2019-2020 Strategies

Self Regulation Strategies (Quality Of Teaching For All)

As noted above, meta-cognition and self regulation is embedded with the Mandeville learning culture. Teachers recognise that children's self-regulation skills reflect their ability to manage their own behaviour or learning. In the early years, efforts to improve self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done. At Mandeville, stories and characters are used to help children remember different learning strategies. The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of seven additional months' progress. A number of studies also suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence. There are some indications that children from disadvantaged backgrounds are more likely to begin nursery or reception with weaker self-regulation skills than their peers. As a result, embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.

Staff appreciate that the small number of studies that have been conducted in early years settings, and existing evidence from older age groups, suggests that promising approaches are likely to balance explicit instruction with providing scaffolded opportunities for children to practise new skills. For example, early years practitioners might talk to children about how to follow a 'Plan, Do, Review' approach for a simple building activity. High quality ongoing professional development is likely to enhance the benefits on learning.

Feedback (Quality Of Teaching For All)

Staff recognise that feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in pupils' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the pupil's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers. Feedback studies tend to show very high effects on learning although it also has a very high range of effects and some studies show that feedback can have negative effects.

The school appreciates that it is challenging to make feedback work in the classroom, as demonstrated in a recent EEF pilot study where teachers tried to apply the evidence on feedback through an action research approach. Therefore, in order to improve practice the school will implement sustained professional development linked to the latest research, as well as ongoing active inquiry and evaluation.

Small Group Tuition (Targeted Support)

Small group tuition is defined as one teacher or professional educator working with two to five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate learning area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.

Staff recognise that overall, the pattern is that small group tuition is effective and generally the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. Therefore, the school will aim to keep group sizes to six or below and ensure it is targeted at pupils' specific needs. The school appreciates that liaison between the SENCo and Pupil Premium/Enrichment Teacher is essential, with regular planning meetings being held to analyse intervention programmes/provision for the children who are classified as being disadvantaged and also having special educational needs. Pupils' needs will be assessed accurately before implementing any approach and these lead professionals will work closely with the class teachers to plan and provide appropriate and effective support. Staff will evaluate the effectiveness of different arrangements as the specific subject matter being taught and composition of the groups may influence outcomes.

7. Additional Detail

Phonics (Targeted Support)

Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read and particularly for children from disadvantaged backgrounds. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.

The school recognises that qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that expertise is a key component of successful teaching of early reading.

Communication And Language Approaches (Targeted Support)

Communication and language approaches emphasise the importance of spoken language and verbal interaction. They are based on the idea that children's language development benefits from approaches that explicitly support talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud and discussing books with young children, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. Approaches usually involve an early years professional, nursery teacher or teaching assistant, who has been trained in the approach, working with a small group of children or individually to develop spoken language skills.

Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills. Combining a range of communication and language approaches is likely to be more effective than a single approach and linking children's spoken language with their developing writing and reading skills adds value.

Aspiration Interventions (Other Approaches)

Aspirations are what children and young people hope to achieve for themselves in the future. Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success. Approaches that seek to raise aspirations are very diverse and may aim to improve learners' self-esteem, self-efficacy or self-belief, or to develop motivation and engagement. The school recognises that the relationship between aspirations and attainment is complex and not fully understood and that there is no evidence of a clear causal connection between learning, changing aspirations, and attitudes to school. However, this lack of evidence does not mean that impact is not achievable and the school will be cautious as to how it makes any investment of time or resources in this area. Staff understand that raising aspirations in isolation will not be effective but will form part of a wide range of strategies and the school will carefully monitor the impact.

Parental Involvement (Other Approaches)

Parental Involvement covers the active engagement of parents in supporting their children's learning at school. This includes programmes focused on parents and their skills, general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families. Although association between parental involvement and a child's academic success is well established, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive. This is particularly the case for disadvantaged families. This suggests that developing effective parental involvement to improve their children's attainment is challenging and will need careful monitoring and evaluation. The school recognises that involvement is often easier to achieve with parents of very young children. Approaches will be considered to support parents in working with their children and as well as a flexible approach to allow parental involvement to fit around their schedule. Staff aim to make the school welcoming for parents whose own experience of school may not have been positive and provide some simple, practical guidance and ways that they can support their child.