

Pupil Premium Strategy Statement

School overview

| Detail | Data |
|---|-------------------------------------|
| School name | Mendell Primary School |
| Number of pupils in school | 149 (correct as of 16/11/23) |
| Proportion (%) of pupil premium eligible pupils | 51% (77 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | This plan covers 2021-2024 |
| Date this statement was published | 12/10/21, 8/11/22, 16/11/23 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Jenny Gillies |
| Pupil premium lead | Catherine O'Neill Edwards |
| Governor / Trustee lead | Shaun Watts |

Funding overview 2023-24

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £110,490 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £110,490 |

Part A: Pupil premium strategy plan

Statement of intent

Mendell Primary is dedicated to ensuring that all children are provided with equal education opportunities regardless of economic status. We target the strategic use of Pupil Premium funding to support us in achieving our vision of diminishing any gap caused by deprivation.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Social, emotional and mental health needs that impact upon learning and development |
| 2 | Lower attendance than peers thus reducing impact of learning |
| 3 | Gaps in learning that require addressing |
| 4 | Less advanced early development in communication and language and physical development |
| 5 | Limited engagement of some parents and carers |
| 6 | Some children have challenging out of school environments and experiences |

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 |
|--|--|
| - Ensuring our curriculum meets the needs of all pupils providing them with an excellent education | - Curriculum is challenging for all. Standards increase and children are able to talk with clarity about what they know. Children know more and remember more. |
| - Where children need interventions, these will be appropriate and will help close the gap. | - Gaps will close. Children achieve better. Standards increase. |
| - Using pastoral support to assess and support pupil social and emotional well being | - Children are supported with their SEMH needs and as such are able to access learning. |
| - Ensuring that attendance is monitored and addressed promptly for all groups | - Attendance increases as barriers are overcome. Parental engagement increases. As attendance increases, children know more and remember more. |

| | |
|---|--|
| - To improve and sustain the number of PP children achieving GLD at the end of EYFS | - In 2019 50% of our PP children (4) achieved GLD. Target for 2021/22 is to increase to 65% - 2021/22 4/6 PP 67% achieved GLD - 2022/23 7/11 PP 64% achieved GLD |
| - Improve phonics attainment among disadvantaged children. | - In 2019, 71% of PP children achieved their phonics test. Target for 2023/24 is to increase to 90%. - 2021/22 70% (7/10) PP achieved phonics - 2022/23 100% 6/6 PP achieved phonics |

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: £ 9,500

| Activity | | Evidence that supports this approach | Challenge number(s) addressed |
|--|-------|---|-------------------------------|
| - Pupil Book Study; Alex Bedford - Staff and will understand how to build and assess a high quality curriculum. - <i>Training will positively impact children's learning outcomes over the course of the 3 year project</i> | £5000 | https://www.unity-curriculum.co.uk/pupil-book-study/ | 1 |
| - Curriculum support - Staff will develop curriculum plans that clearly set out what knowledge needs to be learned and in what order. <i>All children make good progress, learn more and remember more due to a well-planned and sequenced curriculum.</i> - Subject leaders and teachers receive training to allow them to deliver the curriculum effectively. <i>Validation of work with subject leaders demonstrates that curriculum is effectively delivered</i> | £3000 | Gov.uk click here | 3 |
| - No Outsiders - All children have access to inclusive education that promotes diversity, acceptance and community cohesion via No Outsiders Program. <i>Children can talk about the 9 protected characteristics. Incidents of targeted bullying/abuse are negligible</i> | £1500 | British Educational Research Journal Click here | 1, 6 |

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

Budgeted cost: £ 63,100

| Activity | | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--|-------------------------------|
| <p>Delivery of Interventions to: accelerate progress of disadvantaged children who receive additional support from teachers and/or TAs. <i>PP are able to access and keep up with the curriculum due to effective interventions.:</i></p> <ul style="list-style-type: none"> - Additional hours so that teachers may be released in afternoons to carry out interventions - TA interventions - Additional Y6 teaching for half a day a week - Additional staff member to boost year 5 for half a day a week - CARITAS - Improved provision for all children's SEMH needs. <i>Provision for SEMH is plentiful and appropriate, all children who require additional support receive this</i> | <p>£26000</p> <p>£18000</p> <p>£6100</p> <p>£6000</p> <p>£7000</p> | <p>EEF Click here</p> <p>EEF click here</p> <p>National College for School Leadership Click here</p> | <p>1, 3, 4</p> |

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

Budgeted cost: £ 43,200

| Activity | | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--|--|
| <p>CPD for staff:</p> <ul style="list-style-type: none"> - Speech and language therapist - Accelerated progress of PP pupils in receipt of support from external professionals. <i>SALT reports will show increase in PP children's SALT skills, possibly no longer needing SALT.</i> - Educational Psychology - Social Communication Advisor - Improved intervention and support from staff as a result of working with external professionals and receiving training and support. <i>PP children will access specialist support and</i> | <p>£3200</p> <p>£1500</p> <p>£1000</p> | <p>EEF click here</p> <p>Educate Journal Doctoral Research into Education click here</p> | <p>3, 4</p> <p>1, 3, 4</p> <p>3, 4</p> |

| | | | |
|---|-------|---|---------|
| <p><i>make progress in their learning. Staff will be upskilled as a result of external</i></p> <p>- CARITAS - Improved provision for all children's SEMH needs. <i>Provision for SEMH is plentiful and appropriate, all children who require additional support receive this</i></p> | £3500 | | 1, 6 |
| <p>- Attendance incentives - Improve attendance, punctuality and reduce persistent absence across all vulnerable groups and contribute to a rise in the whole school attendance figure. <i>PP attendance will increase compared to last year.</i></p> | £4000 | Gov.uk ofsted click here | 2 |
| <p>- Parent & Carer support group (Nurture Programme) - Increase parent and carer engagement and support. <i>Parenting classes are attended, parent voice and feedback shows the classes were helpful and worthwhile.</i></p> | £7000 | Educational research Volume 50 click here | 2, 6 |
| <p>- Uniform - No child is disadvantaged by the need for quality uniform</p> | £1000 | | 2, 6 |
| <p>- Wraparound care - Wrap around care keeps children safe, provides extended learning opportunities and ensures children have access to year round provision.</p> | £5500 | | 1, 2, 6 |
| <p>- Subsidising trips & clubs- No child is disadvantaged by being unable to afford trips or clubs</p> | £6000 | | 6 |
| <p>- Parent and baby/toddler group - Support is offered to parents in the local community before their children are of school age via parent and baby group: story tent/ forest tots</p> | £3500 | | 4, 5, 6 |
| <p>- Library refurbishment ongoing – Children have access to high quality books of a wide range. Children have a love of reading. All children learn to read, then read to learn.</p> | £2000 | Great School Libraries click here | 6 |

Total budgeted cost: £ 110,800

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 2022-23 academic year.

- SALT providing training within school to upskill teachers – Spring term
- 2+ Pupil successful in achieving EHCP due to external support reports
- Autumn term feedback from Nurture group was very positive. Run again spring term with new parents
- Interventions in Y2 have been successful in raising phonics attainment.
- Library furniture bought, library painted and soft furnishings purchased.
- No pupil has not attended a trip due to finances
- Additional wrap around provision has been provided when needed.

- Additional support (SALT, SENAAT) for specific pupils in infants who are PP and also SEN. Applications for funding to be submitted next year.
- CARITAS supporting more individual children (+2)
- Parents repeating nurture programme as they enjoyed it so much.
- Parent workshops for maths very well attended with great feedback – particularly from UKS2 classes.
- Subject specific book purchases for each subject literacy spine
- Y6 support useful in targeting PP children to reach potential. Children appeared well prepared for SATs and practice tests showed children were reaching targets. Official SATs below
- SEND progress will be able to be monitored more specifically (BSquared)
- Uniform has been purchased for specific families who needed support (2 children)
- Trips: all trips have been attended – some subsidised by up to 50% and others have been paid in full by the school

School Data 2022 - 2023

Dark Green = Above National Green = Inline with National (within 2%) Red = Below National

| | Performance compared to National | School results 2023 | National results 2023 |
|-----------------------------------|--|---------------------|-----------------------|
| Phonics Yr1 expected standard | Not significantly different to National Percentile | 87% | 79% |
| Reading KS1 expected | Not significantly different to National Percentile | 67% | 68% |
| Writing KS1 expected standard | Not significantly different to National Percentile | 61% | 60% |
| Mathematics KS1 expected standard | Not significantly different to National Percentile | 72% | 70% |
| Reading KS2 progress | Not significantly different to National Percentile | +1.6 | 0.0 |
| Writing KS2 progress | Not significantly different to National Percentile | 0.0 | 0.0 |
| Maths KS2 progress | Significantly above National and 82nd percentile | +2.2 | 0.0 |
| RWM KS2 expected standard | Not significantly different to National Percentile | 67% | 59% |
| Reading KS2 expected standard | Not significantly different to National Percentile | 79% | 73% |
| Writing KS2 expected standard | Not significantly different to National Percentile | 73% | 71% |
| Maths KS2 expected standard | Not significantly different to National Percentile | 79% | 73% |
| Reading KS2 high standard | Not significantly different to National Percentile | 30% | 29% |
| Writing KS2 greater depth | Not significantly different to National Percentile | 6% | 13% |
| Maths KS2 high standard | Not significantly different to National Percentile | 27% | 24% |
| EGPS KS2 expected standard | Not significantly different to National Percentile | 85% | 72% |
| EGPS KS2 high standard | Not significantly different to National Percentile | 36% | 30% |

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 | Provider |
|-------------------------|------------------|
| Times Tables Rock Stars | Maths Circle Ltd |
| NumBots | Maths Circle Ltd |
| Bug Club | Active Learn |