

Pupil Premium Strategy Statement

School overview

Detail	Data
School name	Mendell Primary School
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	51% (12.10.22)
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, reviewed Autumn 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Jenny Gillies
Pupil premium lead	Catherine O'Neill Edwards
Governor / Trustee lead	Jon Muspratt

Funding overview 2021-22	
Detail	Amount
Pupil premium funding allocation this academic year	£106,125
Recovery premium funding allocation this academic year	£5220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£111,345
Funding overview 2022-23	
Detail	Amount
Pupil premium funding allocation this academic year	£115,720
Recovery premium funding allocation this academic year	£11,093
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£126,813

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 FSM children achieving GLD at the end of EYFS	- In 2019 50% of our FSM children (4) achieved GLD. Target for 2021/22 is to increase to 65% - 2021/22: 67% of our FSM children (6) achieved GLD. Target for 2022/23 is to increase to 77%
- Improve phonics attainment among disadvantaged children.	- In 2019, 71.4% of PP children passed their phonics test. Target for 2021/22 is to increase to 80%. - 2021/22: 80% of our PP children (10) passed their phonics test. Target for 2022/23 is to increase to 90%.

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
- High Quality CPD Support – Training opportunities to include: - Metacognition project carried out 2020-2022 - Ruth Swailes EYFS - Tara Loughran Maths - Megan Dixon English - National College - SALT, language and communication training - Writing training focussed on modelling; Sarah Radcliffe - Pedagogy training focussing on use of whiteboards to assess pupils understanding and carry out learning checks. <i>Training will positively impact children's learning outcomes over the course of the 3 year project</i>	£5000	EEF click here and here	1, 3, 4
- Curriculum support - Staff will develop curriculum plans that clearly set out what knowledge needs to be learned and in	£3000	Gov.uk click here	3

<p>what order. <i>All children make good progress, learn more and remember more due to a well-planned and sequenced curriculum.</i></p> <ul style="list-style-type: none"> - 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> 			
<ul style="list-style-type: none"> - 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: £ 71,100

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 on supply - Additional TA hours focussing on phonics delivery - 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>£8000</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>	1, 3, 4

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 make progress in their learning. Staff will be up-skilled as a result of external</i> - 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>£3200</p> <p>£1500 £1000</p> <p>£3500</p>	<p>EEF click here</p> <p>Educate Journal Doctoral Research into Education click here</p>	<p>3, 4</p> <p>1, 3, 4 3, 4</p> <p>1, 6</p>
<ul style="list-style-type: none"> - 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</p>	<p>Gov.uk ofsted click here</p>	<p>2</p>
<ul style="list-style-type: none"> - 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</p>	<p>Educational research Volume 50 click here</p>	<p>2, 6</p>
<ul style="list-style-type: none"> - Uniform - No child is disadvantaged by the need for quality uniform 	<p>£1000</p>		<p>2, 6</p>
<ul style="list-style-type: none"> - Wraparound care - Wrap around care keeps children safe, provides extended learning opportunities and ensures children have access to year round provision. 	<p>£5500</p>		<p>1, 2, 6</p>
<ul style="list-style-type: none"> - Subsidising trips & clubs- No child is disadvantaged by being unable to afford trips or clubs 	<p>£6000</p>		<p>6</p>
<ul style="list-style-type: none"> - 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 working with PEEPs 	<p>£3500</p>		<p>4, 5, 6</p>

practitioner. <i>Parent and baby group is well attended and feedback is positive</i>			
- Library refurbishment – 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.	£7000	Great School Libraries click here	6

Total budgeted cost: £ 123,800

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 2021-2022 academic year.

JAN 2022- SALT providing training within school to upskill teachers – Spring term

- 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
- Driver group have increased knowledge of metacognition through training
- Interventions in Y2 have been successful in raising phonics attainment. Baseline for phonics data in September was 33% which increased to 86% by December
- 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.

MAY 2022

- 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.
- New library ceiling and lights purchased and fitted
- 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 results to follow.
- Changes to SENDCo structure mean that interventions have been reviewed and 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

Good Level of Development Outcomes 2021-22

<i>FSM (6)</i>	<i>Non-FSM (8)</i>	<i>Analysis</i>												
<table border="1"> <thead> <tr> <th>Item</th> <th>Mendell Primary School (2214) Value</th> <th>NCER National Value</th> </tr> </thead> <tbody> <tr> <td>Good Level of Development</td> <td>66.7%</td> <td>49.1%</td> </tr> </tbody> </table>	Item	Mendell Primary School (2214) Value	NCER National Value	Good Level of Development	66.7%	49.1%	<table border="1"> <thead> <tr> <th>Item</th> <th>Mendell Primary School (2214) Value</th> <th>NCER National Value</th> </tr> </thead> <tbody> <tr> <td>Good Level of Development</td> <td>75.0%</td> <td>69.5%</td> </tr> </tbody> </table>	Item	Mendell Primary School (2214) Value	NCER National Value	Good Level of Development	75.0%	69.5%	<p>Although a small group of children, our PP data is higher than PP National.</p> <p>Mendell's FSM data is roughly in line with Non-FSM National data (2.8%)</p>
Item	Mendell Primary School (2214) Value	NCER National Value												
Good Level of Development	66.7%	49.1%												
Item	Mendell Primary School (2214) Value	NCER National Value												
Good Level of Development	75.0%	69.5%												

Year 1 Phonics Outcomes 2021-22

FSM (11)							Non-FSM (8)							Analysis	
Estab. No.	Estab. Name	No Score	0-15	16-23	24-31	32-36	37-40	Estab. No.	Estab. Name	No Score	0-15	16-23	24-31		32-36
-	NCER National	4.1%	17.9%	7.7%	8.4%	29.6%	32.3%	-	NCER National	2.1%	7.0%	4.3%	6.6%	31.0%	48.9%
2214	Mendell Primary School	0.0%	27.3%	0.0%	0.0%	36.4%	36.4%	2214	Mendell Primary School	0.0%	0.0%	0.0%	0.0%	44.4%	55.6%

Although a small group of children, our PP data is higher than PP National.

Mendell's FSM data is 7.1% lower than Non-FSM National data. 1 FSM child at Mendell = 9%

Key Stage 1 Outcomes 2021-22

FSM (9)					Non-FSM (12)					Analysis
Subject	Level	Mendell Primary School (2214) Value	NCER National Value		Subject	Level	Mendell Primary School (2214) Value	NCER National Value		
Reading	≥EXS	55.6%	51.2%		Reading	≥EXS	75.0%	72.3%		
Writing	≥EXS	55.6%	40.9%		Writing	≥EXS	66.7%	63.3%		
Maths	≥EXS	55.6%	51.8%		Maths	≥EXS	75.0%	73.1%		

Although a small group of children, our PP data is higher than PP National in all subjects.

Mendell's FSM data is below Non-FSM Nationally in all subjects. One FSM child is 11% of the data

Key Stage 2 Outcomes 2021-22 - PROGRESS

FSM (10)					Non-FSM (17)					Analysis
Subject	Level	Mendell Primary School (2214) Value	NCER National Value		Subject	Level	Mendell Primary School (2214) Value	NCER National Value		
Reading	Avg. Prog. Score	3.5	-0.9		Reading	Avg. Prog. Score	2.5	0.4		
	Conf. Int.	±4.0 -0.50 to +7.50	±0.0 -0.90 to -0.90			Conf. Int.	±3.1 -0.60 to +5.60	±0.0 +0.40 to +0.40		
Writing	Avg. Prog. Score	1.2	-0.8		Writing	Avg. Prog. Score	-0.5	0.4		
	Conf. Int.	±3.9 -2.70 to +5.10	±0.0 -0.80 to -0.80			Conf. Int.	±3.0 -3.50 to +2.50	±0.0 +0.40 to +0.40		
Maths	Avg. Prog. Score	6.7	-1.2		Maths	Avg. Prog. Score	4.5	0.6		
	Conf. Int.	±3.7 +3.00 to +10.40	±0.0 -1.20 to -1.20			Conf. Int.	±2.8 -1.70 to +7.30	±0.0 +0.60 to +0.60		

Although a small group of children, our PP data is above PP National in all subjects.

Mendell's FSM data is above Mendell's Non-FSM data

Mendell's FSM data is above Non-FSM Nationally in all subjects.

Key Stage 2 Outcomes 2021-22 – ATTAINMENT

<i>FSM (10)</i>				<i>Non-FSM (17)</i>				<i>Analysis</i>
		Mendell Primary School (2214)	NCER National			Mendell Primary School (2214)	NCER National	
Subject	Level	Value	Value	Subject	Level	Value	Value	
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	60.0%	41.5%	Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	58.8%	64.7%	<p>Although a small group of children, our PP data is higher than PP National in all subjects and combined for EXS and GDS.</p> <p>Mendell's GDS FSM data is above Non-FSM Nationally in all subjects.</p> <p>For EXS, Mendell's FSM data is above/roughly in line Non FSM nationally for Maths (+2.9%) and Reading (+0.7%).</p> <p>Mendell's combined for EXS for FSM children is 4.7% below Non-FSM children nationally.</p> <p>Mendell's FSM children are 14.9% below National Non-FSM children nationally. Each FSM child is worth 10%</p>
	GDS/High Score	10.0%	2.6%		GDS/High Score	5.9%	8.8%	
Reading	≥Exp.Std.	80.0%	61.1%	Reading	≥Exp.Std.	82.4%	79.3%	
	High Score	50.0%	16.6%		High Score	29.4%	31.7%	
Writing (TA)	≥EXS	60.0%	54.3%	Writing (TA)	≥EXS	58.8%	74.9%	
	GDS	20.0%	5.8%		GDS	5.9%	15.3%	
Maths (test)	≥Exp.Std.	90.0%	55.1%	Maths (test)	≥Exp.Std.	82.4%	77.1%	
	High Score	90.0%	11.0%		High Score	47.1%	26.4%	

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