Pupil Premium Strategy Statement

School overview

Detail	Data
School name	**Mendell Primary School**
Number of pupils in school	**133** (correct as of 11/12/25)
Proportion (%) of pupil premium eligible pupils	**51%** (68 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	This plan covers 2025-2028
Date this statement was published	19/12/25
Date on which it will be reviewed	November 2026
Statement authorised by	Jenny Gillies
Pupil premium lead	Catherine O'Neill Edwards
Governor / Trustee lead	Shaun Watts

Funding overview 2025-26

Detail	Amount
Pupil premium funding allocation this academic year	£110,092
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	£110,092

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 gaps caused by deprivation.

This long-term strategy (spanning three academic years) is centred on the rapid acceleration of foundational skills, particularly in early literacy and numeracy, to close the significant gaps identified at the Reception Baseline and the Year 1 Phonics Screening Check.

Crucially, our strategy prioritises overcoming the non-academic barriers identified:

- Attendance: Raising the attendance rate for Pupil Premium pupils to above the national average by employing an attendance officer dedicated to work with families to understand the importance of good school attendance and focus on improving attendance for vulnerable pupils
- Pedagogy: Providing highly effective, adapted, and targeted teaching that successfully mitigates the complexity of ensuring early foundations and the fundamentals are fully secure before moving on to develop further knowledge.

We commit to maximising the impact of the funding, ensuring disadvantaged pupils have the cultural capital, communication skills, and robust academic foundations required to access the full curriculum and succeed in the next stage of their education. The key principles that underpin the current strategy are:

- Aspiration: We aspire for our PP pupils to achieve educational outcomes that are inline, or indeed where possible, exceed the performance of their non-disadvantaged peers.
- Evidence-Informed Focus: This strategy is built around the specific gaps identified by data analysis (Reception Baseline, Phonics Check) to ensure resources that are well researched with an evidence base, are targeted effectively.

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>
Early development in communication and language
Wellcomm assessments on entry show PP pupils perform lower than non PP.
Non PP children 67% (6/8 children) working at ARE. PP children 29% (2/7 children) working at ARE with 43% (3/7) working significantly below***
<table>
<tr><td>Autumn: (Months)</td><td>48-59</td><td>42-47</td><td>48-59</td><td>48-59</td><td>48-59</td><td>36-41***</td><td>60-72</td><td>42-47</td><td>36-41***</td><td>42-47</td><td>48-59</td><td>48-59</td><td>30-35***</td><td>48-59</td><td>48-59</td><td>42-47</td></tr>
<tr><td></td><td></td><td>PP</td><td></td><td></td><td>PP</td><td>PP</td><td></td><td></td><td>PP</td><td></td><td></td><td></td><td>PP</td><td></td><td>PP</td><td>PP</td></tr>
</table>
- The gap in CLL is also evident from our RBA narrative analysis. The gap between our PP and Non PP is clear in the below data analysis
<table>
<tr><td></td><td colspan="3">Fully met statement</td><td colspan="3">Part met statement</td></tr>
<tr><td></td><td>Non PP</td><td>PP</td><td>difference</td><td>Non PP</td><td>PP</td><td>difference</td></tr>
<tr><td>• showed understanding of complex vocabulary and used simple vocabulary to describe a picture</td><td>7/8
88%</td><td>3/7
43%</td><td>-45%</td><td>8/8
100%</td><td>7/7
100%</td><td>0</td></tr>
<tr><td>• repeated some sentences accurately</td><td>6/8
75%</td><td>2/7
29%</td><td>-46%</td><td></td><td></td><td></td></tr>
<tr><td>• showed understanding of the structure of a story</td><td>4/8
50%</td><td>1/7
14%</td><td>-36%</td><td></td><td></td><td></td></tr>
<tr><td>• answered some questions about a story</td><td>4/8
50%</td><td>4/7
57%</td><td>+7%</td><td></td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>2</td><td>
Phonics on entry
- RBA Narrative analysis demonstrates that PP children start school below Non PP children. This is evidence in the below analysis:
</td></tr>
</table>

	Fully met statement			Part met statement		
	Non PP	PP	difference	Non PP	PP	difference
• identified words with the same initial sounds	6/8 75%	5/7 71%	-4%	8/8 100%	5/7 71%	-29%
• identified sounds at the start of some words and end of words	5/8 63%	1/7 14%	-49%			

- This is still evident at the end of year 1. Data for phonics testing 2025 showed that PP children 67% passed and 100% of non pp passed. This is a significant % gap however, the difference is actually 2 children. Nevertheless, we must ensure these children learn to read.

3

Poor maths skills on entry

- RBA narrative analysis shows a significant gap between PP and Non PP in early maths foundations. This is evidenced in the below analysis:

	Fully met statement			Part met statement		
	Non PP	PP	difference	Non PP	PP	differenc
• counted a number of objects under 10	6/8 75%	3/7 43%	-32%			
• counted out a number of objects from a group of 10	4/8 50%	0/7 0%	-50%	6/8 75%	0/7 0	-75%
• identified a range of specific numerals up to 20	3/8 38%	1/7 14%	-24%	7/8 88%	3/7 43%	-45%
• sequenced numerals 1-10	4/8 50%	0/7 0%	-50%	6/8 75%	1/7 14%	-61%
• combined and partitioned quantities to solve number stories up to 15	3/8 38%	0/7 0%	-38%	5/8 63%	2/7 29%	-34%
• solved simple addition and subtraction equations	1/8 13%	0/7 0%	-13%	3/8 38%	0/7 0%	-38%
• chose the correct shapes to continue a three shape pattern	4/8 50%	2/7 14%	-36%	5/8 63%	2/7 29%	-34%
• compared and ordered objects by size	8/8 100%	2/7 14%	-86%			

This could indicate a lack of mathematical exposure in our PP families before the children start school.

<table>
<tr><td></td><td></td></tr>
<tr><td>4</td><td>Writing
At the end of Key stage 2 writing outcomes are lower than in other subjects. Our PP children also perform lower than non PP children. This can be seen below in our analysis of KS2 writing outcomes at ARE 2025:

<table>
<tr><td></td><td colspan="3">School PP V National PP</td><td colspan="3">School PP V National Non PP</td></tr>
<tr><td>Number of PP</td><td>School %</td><td>National %</td><td>Gap</td><td>School %</td><td>National %</td><td>Gap</td></tr>
<tr><td>11</td><td>45%</td><td>59%</td><td>-14% (non sig)</td><td>45%</td><td>78%</td><td>-33%</td></tr>
</table>

Analysis of children's writing in school has shown that children are not secure with the basics of writing and are being moved on without securing the firm foundations.</td></tr>
<tr><td>5</td><td>Attendance
Children eligible for pupil premium at Mendell have lower attendance than those children who are not eligible for pupil premium funding.
Data from school year 2024-25:
<table>
<tr><td>A</td><td>B</td></tr>
<tr><td>Demographics & Inverse</td><td>Present R/C: Marks (%)</td></tr>
<tr><td>Not Pupil Premium Eligible</td><td>96.3%</td></tr>
<tr><td>Pupil Premium Eligible</td><td>91.8%</td></tr>
</table></td></tr>
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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
Communication & Language Ensure the EYFS curriculum is designed and delivered to allow children to thrive early language development.	**Early Years:** PP children will achieve GLD inline with Non PP children. This year the baseline wellcomm assessment shows there is a differential of -38% between PP and Non PP children. Early communication language must be successfully taught in order for children to achieve in this area as without these foundations, children will then also struggle with reading and writing.
Phonics Rapidly accelerate early reading ability, ensuring Phonics acquisition is inline or	**Phonics:** To maintain high standards in phonics being above national averages with a particular

above the national average, thereby ensuring effective decoding skills underpin fluent comprehension.	focus on ensuring PP children have every opportunity to exceed. **Reading:** Disadvantaged pupils achieve the expected standard in reading at the end of Key Stage 2 (ie: inline with Non PP nationally).
Maths Disadvantaged pupils will attain mathematics outcomes at that are in line with national non-disadvantaged peers, starting with robust early number sense and fluency.	**Early Years:** Over the next 3 years, PP children will achieve inline with Non PP at GLD. Currently, 4/7 PP pupils (57%) are significantly poor in maths and *demonstrated insufficient evidence for feedback on maths* in the RBA. 5/7 PP pupils will achieve GLD at the end of the year (therefore achieving in maths). **KS2:** Disadvantaged pupils achieve the expected standard or above in maths at the end of Key Stage 2 (ie: inline with Non PP nationally).
Writing Highly effective, adapted, and targeted teaching that successfully mitigates the complexity of ensuring early foundations and the fundamentals are fully secure.	**EYFS & KS1:** Secure strong foundations in communication and language, phonics, physical development and handwriting to enable children to succeed in writing. **KS2:** As foundations and fundamentals in writing will be secure, our PP pupils will first achieve inline with national PP pupils and ultimately inline with national Non PP.
Attendance Significantly improve attendance among Pupil Premium pupils and embed strong, supportive parental engagement to reinforce educational value and support learning at home.	**Attendance:** The gap in absence rate between PP and Non PP reduces **Engagement:** 100% of disadvantaged parents engage with the attendance officer if they are identified as being able to improve attendance.

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: *£80,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed

- **Small class sizes** Our infant numbers are low this year and we considered having 2 infant mixed age classes of 27 pupils. However, we have identified that we must secure strong foundations in the infants and address the deficit in early language, reading and maths that our PP children start school with. Therefore we have taken the decision to have 3 small infant classes of F2 15, Y1 23, y2 16. - Y3 20, y4 18, y5 21, y6 19 **Cost:** Additional teacher: £50,000	EEF research shows that small class sizes can be effective when they are smaller than 20. Small classes make +1 month in reading and +2 months in maths Strong Foundations DFE document click here	1,2,3,4
- **Teaching principles and pedagogy** High quality teaching is the key to success for pupils. Through a robust and clear teaching approach that combines high quality CPD, coaching and teaching framework, teachers will be clear about the pedagogical strategies work best for their PP children. **Cost:** Trust Support CPD support 1 day a week £10,000 Release time for staff to be supported Cost £7,000 Michael Gaskill SIP lead: £3000	EEF research on how to secure improvements in maths in EYFS & KS1 click here EEF research on giving effective feedback to gain +6 months click here At the heart of TeacherWalkThrus is a selection of 150 evidence based teaching strategies click here The SHREc approach click here	3 1,2,3,4 1,2,3,4

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of Interventions to: accelerate progress of disadvantaged children who receive support from teachers and/or TAs. *PP are able to access and keep up with the curriculum due to effective interventions.*: - TA interventions - PIXL Programme to deliver whole class therapies by a teacher - Concept Cat - Drawing club - Phonics interventions - First Class Number **Cost:**	EEF click here National College for School Leadership Click here EEF case studies on diagnostic assessment click here 1st class number concept cat little wandle	1, 2, 3, 4

- HLTA 3x afternoons targeted interventions KS2 £12,000 - HLTA 2x afternoons targeted interventions Infants £8,000 - PIXL programme £3,000 - Programmes above £3,000		

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

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Speech and language therapist Accelerated progress of PP pupils in receipt of support from external professionals. *SALT reports will show increase in PP children's SALT skills, possibly no longer needing SALT.* **Cost** £6,000		1,2
Attendance Officer - Attendance officer with dedicated time to improve attendance, punctuality and reduce persistent absence across all vulnerable groups. Ensure 100% PP parents engage if attendance becomes a concern. *Decrease in the attendance gap between PP and Non PP.* **Cost** £12,000	Gov.uk ofsted click here	5
Parent & Carer support group Increase parent and carer engagement and support as well as supporting their skills in maths and english by offering a range of training courses **Cost** £3,000	2024 Carneiro, Cattan and Ridpath findings, 'that children who lived within a short distance of a Sure Start Children's Centre for their first 5 years performed almost a whole grade better in their GCSEs than those not living in those areas. This is because of the parent outreach programmes	1,2,3,4

Total budgeted cost: £ 127,000

Total PP funding received: £ £110,092

Total additional cost covered by school finances: £ 17,000

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 2024-25 academic year.

- 2024-25 GLD: 7 pupils were targeted to achieve GLD. 5 of these did achieve GLD and of those 5, 4 were PP
- 2024-25 phonics results: 81% (above national average)
  - 4 children were targeted to pass with specific interventions - 3 of the 4 passed.
- 2024-25 KS2 data

- 67% of PP children achieved ARE or above in Reading
- 58% of PP children achieved ARE or above in maths
- 7 of the 12 PP children moved from either below ARE to ARE or ARE to GD during the year in at least one subject

2024-25 phonics results: 81% (above national average)

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
2024/25	73%	63%	Close to average

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
2024/25	55%	61%	Close to average

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