

Pupil Premium Strategy Statement – Mundford C of E Primary Academy

1. Summary information					
School	Mundford C of E Primary Academy				
Academic Year	2020-2021	Total PP budget	£18830	Date of most recent PP Review	Sept 2020
Total number of pupils	183	Number of pupils eligible for PP	29	Date for next internal review of this strategy	Jan 2021
2. Previous attainment					
Due to COVID we have no end of year results for children in the academic year 2019-2020					
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Gaps in knowledge in maths due to COVID				
B.	Gaps in knowledge in maths due to COVID				
C.	Focus on mental health and wellbeing				
D.	Poor oral language skills				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	COVID – see all supporting documents.				
4. Desired outcomes (Desired outcomes and how they will		Success criteria			

<p>A.</p>	<p>Maths Recovery Programme: There will be a rapid improvement in children's basic skills and fluency. The majority of pupils will be ready to access the curriculum content for their current chronological year group. Teachers will be aware of pupils who need continued additional catch-up; children will be given small interventions and targeted work where needed. Teachers will be aware of gaps in prior knowledge that still need filling and incorporate these into future planning.</p>	<p>LT Plan for Autumn Term produced & shared with all teachers. Recovery plan shared with all teachers. All teachers have read the PIXL Autumn Transition Package introductory powerpoint. All KS2 teachers will share baseline arithmetic scores with SL. Daily Maths Meetings will take place in all classes. All children will receive small group Maths teaching every day. Effective Maths Meetings & Arithmetic Session taking place daily in all classes. All children will receive daily Maths teaching (this may take different forms – see recovery LT plan). Teachers will annotate LT plan in light of N&PV diagnostic assessments (& share copy with SL). Teachers will identify children who need additional therapies for N & PV. Effective Maths Meetings & Arithmetic Session taking place daily in all classes. All children will receive daily Maths teaching (this may take different forms – see recovery LT plan) including problem-solving & reasoning. Impact Assessment results shared with SL & opportunities to revisit planned into wider curriculum by teachers. Effective Maths Meetings & Arithmetic Session taking place daily in all classes. All children will receive daily Maths teaching (this may take different forms – see recovery LT plan). Teachers will annotate LT plan in light of + & - diagnostic assessments (& share copy with SL). Teachers will identify children who need additional therapies for + & -. Effective Maths Meetings & Arithmetic Session taking place daily in all classes. All children will receive daily Maths teaching (this may take different forms – see recovery LT plan) including problem-solving & reasoning. Impact Assessment results shared with SL & opportunities to revisit planned into wider curriculum by teachers. Effective Maths Meetings & Arithmetic Session taking place daily in all classes. All children will receive daily Maths teaching (this may take different forms – see recovery LT plan). Teachers will annotate LT plan in light of x & ÷ diagnostic assessments (& share copy with SL). Teachers will identify children who need additional therapies for x & ÷. Arithmetic results will show an increase in scores from baseline. The majority of pupils will have secured the transition TCCs and be ready to access their age group curriculum. Teachers will identify & share with SLT KM & pupils who need ongoing catch-up.</p>
<p>B.</p>	<p>English Recovery Programme: The children's reading fluency will rapidly increase, and they will have more confidence in their ability to decode independently. The children will understand how to practise reading aloud to perfect intonation, fluency and pace. Reading will be central to the curriculum and the children will develop a love of reading. The children will develop strategies for comprehending texts. The children will have a better understanding of grammatical terms and</p>	<p>Staff will be aware of strategy for improving fluency and understanding of grammatical terms. Staff will have the resources to set up the monitoring folder for reading fluency. Teaching sequences will be planned for Autumn 1 including opportunities for improving fluency. Gaps will have been assessed by teachers and a plan for future lessons will be made. Children's reading speed and fluency will have been assessed. Lessons will be planned for and taught regularly. Children will be more aware of the grammatical terms and strategies for fluent reading.</p>

C.	<p>PSHE Recovery Programme:</p> <p>All children will be settled into new school routine. Children will have positive attitude to school. Children will have formed strong relationships with their peers in class and adults in class. Children will develop independence in their own tasks. Children will show appropriate learning behaviours at school. Including therapies for</p>	<p>LT Plan for Autumn Term produced & shared with all teachers. Recovery plan shared with all teachers. All teachers have read the PIXL Autumn Transition Package introductory powerpoint. All KS2 teachers will share baseline arithmetic scores with SL. Daily Maths Meetings will take place in all classes. All children will receive small group Maths teaching every day. Effective Maths Meetings & Arithmetic Session taking place daily in all classes. All children will receive daily Maths teaching (this may take different forms – see recovery LT plan). Teachers will annotate LT plan in light of N&PV diagnostic assessments (& share copy with SL). Teachers will identify children who need additional therapies for N & PV. Effective Maths Meetings & Arithmetic Session taking place daily in all classes. All children will receive daily Maths teaching (this may take different forms – see recovery LT plan) including problem-solving & reasoning. Impact Assessment results shared with SL & opportunities to revisit planned into wider curriculum by teachers. Effective Maths Meetings & Arithmetic Session taking place daily in all classes. All children will receive daily Maths teaching (this may take different forms – see recovery LT plan). Teachers will annotate LT plan in light of + & - diagnostic assessments (& share copy with SL). Teachers will identify children who need additional therapies for + & -. Effective Maths Meetings & Arithmetic Session taking place daily in all classes. All children will receive daily Maths teaching (this may take different forms – see recovery LT plan) including problem-solving & reasoning. Impact Assessment results shared with SL & opportunities to revisit planned into wider curriculum by teachers. Effective Maths Meetings & Arithmetic Session taking place daily in all classes. All children will receive daily Maths teaching (this may take different forms – see recovery LT plan). Teachers will annotate LT plan in light of x & ÷ diagnostic assessments (& share copy with SL). Teachers will identify children who need additional therapies for x & ÷. Arithmetic results will show an increase in scores from baseline. The majority of pupils will have secured the transition TCCs and be ready to access their age group curriculum. Teachers will identify & share with SLT KM & pupils who need ongoing catch-up.</p>
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D.	<p>Improving oral- speech and language.</p> <p>Children will be able to articulate their thoughts and feelings in a more appropriate way. Children will manage their feelings more appropriately with increasing understanding of those around them.</p>	<p>P4C- Big questions encouraging children to explore children through talk and expressing ideas. Wonder of words- continues the focus on speech and language and providing children with language enriched environment to ensure children have access to an enriched and varied vocabulary (support by grammar lessons and knowledge organisers). Therapies- using in house therapies for emotional and mental well-being support.</p>
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5. Planned expenditure					
Academic year		2020-2021			
The three headings below 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					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The recovery curriculum will target gaps in children’s knowledge and allow children to improve in reading, maths.	PIXL- use of recovery transition package. Following the BIF objectives. POR- Power of Reading	Evidence shows that Pixl has good results at addressing gaps in children’s knowledge. It helps for whole class and individual support of children to improve their learning in maths and English.	Pixl impact assessments will show that children have moved on and made progress from their starting points. See SCP- each BIF as a monitoring schedule laid out	SG LB KT	End of Autumn term

Each child will be fully support by the school's well-being package. To help develop their mental and physical health.	Well planned PSHE plan that is linked with physical activity to help back to school transition and beyond.	COVID has left some children vulnerable academically and emotionally. The aim is to build children back to resilient, independent- learners. Using our sports provider to teach whole class sessions but also to provide 1:1 for those children who need extra support through sport.	Baseline children's thought and feelings about being back in the school environment.	KT LB CC	PSHE BIF Aut 2 Sports review half termly as part of the P.E lead.
Speech and language- POR & P4C. Pupil have access to higher quality text and exposed to a rich vocabulary.	The Federation are working together to improve reading by using higher level texts.	Proven track record in improving reading across all key stages. Provides free resources for all age ranges.	This will be a whole federation scheme by the end of the school year children will have all made progress from their starting points.	LB SG	Review half termly.
Total budgeted cost					£ 10,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To close the gap in English and maths using targeted intervention- within bubbles.	PIXL- a programme of CPD and support for staff to run in house whole/1:1 interventions and therapies	Proven to be very good at accelerating progress and ensuring that is being closed between pupil premium.	Cyclical – assessment, identify the gaps in knowledge, teach whole class interventions/ small groups or 1:1 where needed. Then review therapies and move on or reteach.	LB SG	Throughout the half term. PIXL group meetings to assess interventions and therapies that have run. Data analysis of children's grades.
NAP to help move children on working below expected standard.	Norfolk Assessment Pathways	Allows staff to plan next step for children working towards and those working below the expected standard in ALL subject areas.	DNA ticks will show the progress children are making from their starting points- giving a measure of progress.	KT	In pupil progress meetings and SLT meetings each half term.

Pupil Premium children are appropriately supported and challenged to narrow the gap between them and their peers.	Additional adult support given to the learner in PIXL therapy groups. (approx. 42hrs per week)	Run interventions and therapies for PP and small groups of children to improve progress and attainment.	Monitoring, assessments and reviews. Book looks in staff meeting. PP case studies updated half termly to show progress from the baseline.	All staff	Half termly reviews, pupil progress meetings and weekly discussion for key children.
					£ 6415
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils are able access a broad and balanced curriculum.	Cross curricular- hands on approach throughout the federation. Trips and residential funded using PP	Pupils to engage with a wide range of experience to allow them to access all areas of learning and offer new exciting experiences. Using a variety of approaches- SAW, Outdoor learning. This ensures that money is not a barrier to equal opportunities	Ensure a breadth and depth of experiences are offered to all children throughout the year group.	All staff	July 2021
Provide online learning and experiences in cases of self- isolation/local lockdown.	Where need to provide through loan or purchase IPADS/Laptops for PP children	Barrier to learning in some lower income families has been access to ICT.	Children will have the technology to engage in learning. Also will be provided with hard copies if need be.	All staff	Review- remote learning policy.

Pupils are excited by their learning and continue it beyond school	Book visitors/ provide resources or the school that support the	Children are more engaged in their learning when it is an immersive experience	Use of virtual learning platforms during COVID to support children to explore learning beyond school.	SLT	July 2021
Total budgeted cost					£ 6415

6. Review of expenditure			
Previous Academic Year		2019-2020	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Pupils will have access to better quality texts and staff a have a greater knowledge of	The Federation has brought into the power of reading to improve children’s reading ability	Proven track record in improving reading across all key stages. Provides free resources for all age ranges and encourages children to explore different text types.	Continued due to COVID – POR will continue academic year 2020-2021.
BIF will continue to run throughout the year to improve maths and English (mentioned above)	CPD for all staff members around the BIFs focus.	BIFs have been built into the way we tackle school improvements. The provide whole school CPD for parents, children and staff. Increasing staff knowledge and supporting the children.	Both maths BIFs and English BIFs ensure that children were making good progress. Wonder of words and athematic will continue this academic year.
Clear assessment to plan for gaps in knowledge.	We will continue to use Pixl this year to improve performance for PP children	Pixl was used last year and has been instrumental in fill gaps through targeted therapies or whole class teaching.	Purchase PIXL again for next year as it worked well before and during lockdown as an aid to for gap filling and progress.

ii. Targeted support			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To close the gap in English and maths using targeted intervention.	PIXL has been purchased to help target and assess children that need to improve	Proven to be very good at accelerating progress and ensuring that the gap is being closed between the pupil and their peers.	Both maths BIFs and English BIFs ensure that children were making good progress. Wonder of words and athematic will continue this academic year.
To improve children's mental health and emotional development.	A programme of CPD for support staff and teachers to in house therapy techniques.	Staff trained to deal with any emotional or mental health problem that occurs.	Continued this year- in house training has meant children getting bespoke therapy in school when needed.
PP children are appropriately supported/challenged.	Additional adult to support learner in Pixl therapy groups. (approx. 3 hrs extra a week)	To run interventions and therapies for PP and small groups of children to improve progress and end of year attainment.	Continue you this next year.
iii. Other approaches			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

Pupils are able to access a broad and balanced curriculum	Trips and residential are funded by school, using PP	Pupils are able to engage with a wider range of curriculum opportunities and we ensure that money is not a barrier to equality of access to an enhanced curriculum.	Continue you this next year.
Pupils are excited by their learning and continue it beyond school	Book visitors to school that support the launch of a new theme etc.	Children are more engaged in their learning when it is an immersive experience	Continue you this next year.
Attendance	Class incentive – Churchside Award of £5 each week	To continue the work from last year which had an impact on attendance raising it from below to above non PP children.	Worked really well to increase attendance before COVID and we now have a comprehensive system in dealing with persistent absentees.