

Pupil Premium Strategy Statement – Mundford Church of England Primary Academy

| 1. Summary information | | | | | |
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| School | Mundford | | | | |
| Academic Year | 2021-2022 | Total PP budget | £30935 | Date of most recent PP Review | Sept 2021 |
| Total number of pupils | 170 | Number of pupils eligible for PP | 23 | Date for next internal review of this strategy | Jan 2022 |

| 2. Previous attainment | |
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| No National date for 2020-2021 | |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Improving basic fluency skills in maths (Ensuring strong foundational skills). |
| B. | Meeting the needs of very learner (Ensuring learning sticks) |
| C. | Addressing gaps in knowledge (Closing gaps with peers) |
| D. | Writing- closing the gap with peers. |

| 4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | | Success criteria |
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| A. | Improving basic fluency in maths will allow children to be able to rapid recall number facts. In turn this will help to support their mental strategies for answering simple and more complex questions and concepts. We are also involved in a 3-year longitudinal study to improve Mastery in Maths across all year groups with NCETM. | Children will be less reliant on counting on fingers to recall basic facts- this will be shown by rapid recall on times table Rock stars and number bots. A baseline will be taken and progress tracked to ensure that children are becoming more fluent in number bonds etc. Summative assessment- PIXL termly assessments and small quizzes will be used to assess progress for all children. A proportion of money will be used to provide PP children with 1:1 tutoring online. |

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| <p>B.</p> | <p>Meeting the needs of every learner- starting with CPD for all staff on how children learn, how to make learning stick and how to ensure transfer learning from working memory to long term memory. Ensuring that children are provided with learning led activities that build on prior knowledge. Outcomes for PP children will be in line with their peers.</p> | <p>Baseline assessments of prior knowledge will build a picture of progress from starting points in subjects. PiXL will measure progress in maths and English from starting points and help to plan interventions/therapies where needed to help individual children progress. Teaching will be tailored to ensure that knowledge and skill are revisited to ensure transferal from working memory to long-term memory.</p> |
| <p>C.</p> | <p>Addressing gaps in knowledge and closing gaps with peers. PIXL to be used to baseline and assess gaps in knowledge for core subjects. This will help teachers plan appropriate interventions for the children to ensure they are making good progress and the gaps are closing with their peers.</p> <p>We are part of an assessment project this year with VNET to ensure that our formative assessment is increasing pupil achievement by addressing gaps in knowledge and skills.</p> | <p>Baseline assessments of prior knowledge will build a picture of progress from starting points in subjects. PiXL will measure progress in maths and English from starting points and help to plan interventions/therapies where needed to help individual children progress.</p> <p>A policy of assessment that is fit for purpose and ensures that our curriculum planning is informed by effective formative assessment.</p> <p>Teacher assessment that addresses misconceptions by checking prior knowledge and revisiting concepts to ensure knowledge and skills are learnt and remembered.</p> |
| <p>D.</p> | <p>Writing for our PP children is an area for improvement. Improvements in spelling and VGPS will help improve the impact of cognitive load for composition. Spelling shed, phonics bug and PiXL provide children with online, small group and 1:1 work to help improve technical skill to allow ideas to flow. Scaffolding is used to support structure and composition of writing.</p> | <p>Writing outcomes for children will significantly improve and bring PP children in line with their peers and ensure good progress is made from starting points. Measure through moderation and pupils progress meetings.</p> |

| 5. Planned expenditure | | | | | |
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| Academic year | 2021-2022 | | | | |
| 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? |
| Improving basic fluency in maths will allow children to be able to rapid recall number facts. | In turn this will help to support their mental strategies for answering simple and more complex questions and concepts. We are also involved in a 3-year longitudinal study to improve Mastery in Maths across all year groups with NCETM. PIXL- intervention for whole class, small groups and 1:1 support where needed. | Deep dives showed the concept of number for children needed to be improved across the school but particularly in PP children who are working below expected. | Laid out in the form of whole school improvement. CPD for all staff will come in the form of the BIF and also bespoke training in mastery for members of staff in all year groups. SOO- planned in for monitoring walks, book looks and pupil progress meetings. | LB | The BIF is to run over the Autumn term and evaluated at the end. |

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| Meeting the needs of every learner. | Starting with CPD for all staff on how children learn, how to make learning stick and how to ensure transfer learning from working memory to long term memory. Ensuring that children are provided with learning led activities that build on prior knowledge. Outcomes for PP children will be in line with their peers. | Based on research and evidence a focus on QFT that ensures children are retaining, revisiting and applying knowledge and skills. | Continually looking for MARGE throughout learning walks, lesson observations, book looks and pupils voice. | KT LB SG ES (all subject leads) | Continually reviewed throughout the year and then revisited in spring to ensure that strategy for learning is fully embedded in the curriculum. |
| Addressing gaps in knowledge and closing gaps with peers. | PIXL to be used to baseline and assess gaps in knowledge for core subjects. This will help teachers plan appropriate interventions for the children to ensure they are making good progress and the gaps are closing with their peers. | Assessment project led by VNET and professionals in their field. | Ensuring quality first teaching that uses assessment as a basis for moving learning on. Learning walks, lesson observations, book looks and pupils voice. | LB SG | Review impact of assessment on learning throughout the academic year. |
| Total budgeted cost | | | | | £ 5,000 |
| 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? |

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| Pupil Premium children are appropriately supported and challenged to narrow the gap between them and their peers. | Additional adult support given to the learners in PIXL therapy groups. (approx. 40hrs per week) | Proven track record of improving results due to rigorous cycle of learn, assess, review | Learning walks, lesson observations, book looks and pupils voice. | All | Review in pupil progress meeting with a focus on improvement for significant groups. |
| Third Space Learning intervention. | Pupil Premium children chosen for 1:1 online coaching | Used as part of the NTP last year and will continue to use this term. | Learning walks, lesson observations, book looks and pupils voice. | LB | Review impact of outside service and renew for spring term if impact is seen from baseline. |
| Improving opportunities for reading. | PP children to be heard read 1:1 regularly in class to help improve fluency and also inspire a love of learning. Bug club (online) and extended books (hard copies) to encourage children to read. | Using bug club expands the amount and variety of books children can have. | Hearing children read and pupil voice. | SG | Review half termly to assess the children's progress. |
| Norfolk Assessment Pathways | Used to track children working below their cohort. Allows assessment and tracks progress. Help teachers to identify and fill gaps from previous year groups. | NAPS was introduced as an intervention and assessment structure last year and has helped plan for WTS/WB children. | SENDco to monitor and review PLPs where needed for children. | All staff | Review in pupil progress meeting with a focus on improvement for significant groups. |

| Total budgeted cost | | | | | £ 20,000 |
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| 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 to access a balanced and broad curriculum. | Resources to support learning for all curriculum subjects. CPD for teachers to improve subject knowledge ensuring a better QFT for all children. PP funds to pay for children's trip and residential to ensure they are getting the same life chances as all children. Resources for NPD & NPW. | Pupils to engage with a wide range of experience to allow them to access all areas of learning and offer new exciting experiences. | Learning walks, lesson observations, book looks and pupils voice. | All staff | Termly |
| Therapies and Interventions. | To provide training for staff member to promote mental health and well-being. Continue to train members of staff to support the children's PSE development. | Helping children with their mental health is incredibly important due to a large increase in mental health issues. | Pupil and parental surveys. Pupil voice | All staff | Termly |
| Total budgeted cost | | | | | £ 5953 |

| 6. Review of expenditure | |
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| Previous Academic Year | 2020-2021 |
| 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) |
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| 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 showed that the quality of the Recovery Curriculum and Remote Learning enabled pupils to make at least good and often outstanding progress. End of year data shows that several cohorts across the Federation achieved higher than the PIXL averages. Interventions were aimed at PP children who did not access the remote learning at home- these have proved successful in children make good progress. | Good level of base line assessment and gap analysis allowed for precision teaching. This proved successful for both lockdowns and recoveries. Children showed significant progress from baseline. |
| 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. | Our plan to training mental health first Aiders over lockdown and other support staff in drawing for talking, Lego therapy and Anxiety training. The aim was to build children back to resilient, independent- learners. This was successful as a package of support is varied and robust. Children have accessed and our curriculum has supported children to be strong independent learners. | Continue to offer provisions/therapies to support children where needed. Ensure that PATHS/PSHE is addressed daily to continue good work from last year's recovery curriculum. |
| 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. | Improvements in oracy and spoken language across the board for all children. PP children's oracy and verbal reasoning has improved due to the culture of talking, reading, speaking and listening across the school. | Our curriculum is based on the enquiry approach driven by P4C we continue this approach to support our most disadvantaged children. POR- has worked to engage children in books and reading, helping them develop a love of learning. |

| ii. Targeted support | | | |
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| 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- within bubbles. | PIXL- a programme of CPD and support for staff to run in house whole/1:1 interventions and therapies | Evidence showed that the quality of the Recovery Curriculum and Remote Learning enabled pupils to make at least good and often outstanding progress. End of year data shows that several cohorts across the Federation achieved higher than the PIXL averages. Interventions were aimed at PP children who did not access the remote learning at home- these have proved successful in children make good progress. | PiXL results speak for themselves here- we will continue to use PiXL and interventions next year as they have significant impact on groups. |
| NAP to help move children on working below expected standard. | Norfolk Assessment Pathways | NAP has improved the provision for SEND. Allowing teachers to break up learning in to incremental steps to support those children working below expected. This has sharpened targets helping children making progress quicker. | NAP's will continue to be used to identify and target gaps for children working well below expected. |
| Pupil Premium children are appropriately supported and challenged to narrow the gap | Additional adult support given to the learner in PIXL therapy groups. (approx. 40hrs per week) | Although no national measure was available last year. PiXL provided a picture against other schools nationally. Pupil premium children made good progress from their starting points and in some cases closed the gaps with their peers. | PiXL results speak for themselves here- we will continue to use PiXL and interventions next year as they have significant impact on groups. |
| 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) |

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| <p>All pupils are able access a broad and balanced curriculum.</p> | <p>Cross curricular- hands on approach throughout the federation. Trips and residential funded using PP</p> | <p>Our unique and bespoke curriculum allows all 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 has ensured that money is not a barrier to equal opportunities.</p> | <p>Our core approach will continue as it is the ethos and intent we build our curriculum on. We will heavily focus on how children learn and providing meaningful learning to ensure that knowledge sticks and is retrieved.</p> |
| <p>Provide online learning and experiences in cases of self-isolation/local lockdown.</p> | <p>Where need to provide through loan or purchase IPADS/Laptops for PP children</p> | <p>Our remote learning provision (see policy) allowed us to provide children with high quality education during lockdown. We offered loans of laptops to families with no tech and upgraded all children's laptops to google Chromebook. These were loaned to children unable to access tech.</p> | <p>Remote learning will continue to be provided for those children isolating due to Covid. We will use Google classrooms to provide homework also.</p> |
| <p>Pupils are excited by their learning and continue it beyond school</p> | <p>Book visitors/ provide resources or the school that support the launch of a new theme etc.</p> | <p>Difficult to run due to the isolation and lockdown rules- staff were creative with online tours of landmarks and places of interest.</p> | |