



# Mundford Church Of England Academy

## Pupil premium strategy statement



### School overview

At Mundford we believe in Encouraging Excellence in Everyone. Our curriculum is grounded in the enquiry approach and the pupils voice is threaded through everything we do. We believe in maximising the use of the Pupil Premium grant (PPG) by utilising a long-term strategy aligned to the SCP.

This enables us to implement a blend of short, medium and long-term interventions, and align Pupil Premium use with wider school improvements and improving readiness to learn. Overcoming barriers to learning is at the heart of our PPG use.

We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

We use our Pupil Premium funding wisely to ensure that our children have the social and emotional skills, emotive language and the best start to their learning destinies.

We use our PP funding wisely, as evidenced by the rigorous monitoring and evaluation of impact by staff, governors and the PP Ambassador. Quality first teaching of reading and language development will provide every pupil with the opportunity to fulfil his/her potential with any barriers to learning being overcome.

We believe that all children are God's children and deserve the best in their school.

When children love themselves, their peers, school and community they will have the foundations to love to learn and the sky has no limits to what they can achieve ...

Detail	Data
School name	Mundford Primary Academy
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	32 pupils 14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	Sep 2023
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Sarah Godbold
Pupil premium lead	Mrs Sarah Godbold
Governor / Trustee lead	Mr Michael Cross

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 31,195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£ 31,195</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

#### **Explore**

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

#### **Prepare**

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

#### **Deliver**

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

#### **Sustain**

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our tiered approach to prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance.

Our tiered approach comprises of three categories:

- 1. Teaching**
- 2. Targeted support**
- 3. Wider strategies**

### Our review process

Termly reviewing will take place to monitor the impact of the spending. During a review, the Executive Headteacher, SLT and the PPG Governor and other listed staff members will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required. This information is shared with the FGB. Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions. The progress of pupils in receipt of the PPG is regularly discussed with teachers and TAs who are PP Champions.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available.

The Executive Headteacher is responsible for ensuring a Pupil Premium strategy is always in effect.

### Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider Pupil Premium eligible cohort; however, they will not look for evidence of the grant’s impact on individual pupils, or on precise interventions. The school publishes its strategy for using the Pupil Premium on the school website. The school publishes a link to the school and college performance tables and the schools’ performance tables page on the school website.

## Challenges

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

Challenge number	Detail of challenge
1	PP children achieving below their peers in maths
2	PP children having low resilience to set backs and struggling with independence
3	PP children with significant gaps in learning from previous years or struggling to retain knowledge.
4	PP children achieving below their peers in writing.

## 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
Improving outcomes in maths 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. Continuing to use the mastery approaches to support children throughout all year groups.	Children recalling numbers facts and having a solid concept of number. Arithmetic is a solid and gives a good foundation for children to tackle more complex/real life problems. Summative assessment- PIXL termly assessments and small quizzes will be show that children are making good progress from their starting points.

<p>Children will be resilient learners that are able to tackle problems independently with increasing confidence. Children will use skills and knowledge previously taught when approaching problems and new learning.</p>	<p>Learning Pit- work on self-regulation and the hand brain will give children working knowledge of how their brain works. Teaching will be tailored to ensure that knowledge and skill are revisited to ensure transferal from working memory to long-term memory.</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>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>Teacher assessment that addresses misconceptions by checking prior knowledge and revisiting concepts to ensure knowledge and skills are learnt and remembered.</p>
<p>Writing for our PP children is an area for improvement. We have purchased a scheme from Literacy Tree to help with planning and sequencing of lessons. Improvements in spelling and VGPS will help improve the impact of cognitive load for composition. Smashing spelling format, 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. Positive progress will be shown through moderation and pupils progress meetings.</p>

## 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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To Improve fluency in maths and allow children to be able to rapid recall number facts which in turn will help Reasoning will improve.</p> <p>This through careful analysis of QLA leading to: PIXL- intervention for whole class, small groups and 1:1 support where needed.</p>	<p>NCETM work has improved children's basic numeracy in the lower years. Staff will continue to work with the Maths hub and attend training to improve outcomes</p> <p>PIXL is a very well established school improvement tool that is used nationwide to improve outcomes for children.</p>	1
<p>Learning Pit- work on self-regulation and the hand brain will give children working knowledge of how their brain works.</p> <p>Teaching will be tailored to ensure that knowledge and skill are revisited to ensure transferal from working memory to long-term memory.</p>	<p>Key evidence used from EEF documents on improving independence in learning and working memory.</p> <p>Work on learning pit and JONK to improve resilience in learning and confidence.</p>	2
<p>Addressing gaps in knowledge and closing gaps with peers.</p> <p>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>PIXL is a very well established school improvement tool that is used nationwide to improve outcomes for children.</p>	3
<p>Writing outcomes for children will significantly improve and bring PP</p>	<p>Literacy Tree has already improved outcome for writers. It will give staff confidence in planning and delivering high</p>	4

children in line with their peers and ensure good progress is made from starting points. Positive progress will be shown through moderation and pupils progress meetings.	quality sequential lessons for writing, reading comp and VGPS. 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. Positive progress will be shown through moderation and pupils progress meetings.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	Proven track record of improving results due to rigorous cycle of learn, assess, review	1, 3 & 4
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.	Reading the gateway to accessing all subject areas so this is a key driver in ensuring that all children are not limited by their reading fluency. Literacy Tree support reading Comp and fostering a love of reading.	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils are able to access a balanced and broad curriculum. Resources to support learning for all curriculum subjects.	Pupils to engage with a wide range of experience to allow them to access all areas of learning and offer new exciting experiences.	2

<p>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 chance as all children.</p>	<p>Muddy puddle training, Enhanced provision training- coaching training for all staff.</p> <p>Residential, clubs and trips paid for while allow children to have life experiences that they may not normally have access to.</p>	
<p>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.</p>	<p>Helping children with their mental health is incredibly important due to a large increase in mental health issues. Training staff in ELSA DFE funding for Mental Health Lead</p>	2

Budgeted cost: £ 4,195

**Total budgeted cost: £31,195**



## 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 2022-2023 academic year.

Teaching Following our use of PiXL therapies, for small group and 1-1 interventions and therapies we have had success in closing small gaps. Our external KS2 assessments at the end of 2022-23 suggested that the performance of disadvantaged pupils is mostly in line with their peers in key areas of the curriculum. These improvements are attributed to the successes of forensic analysis of data and implementation of appropriate 1-1 interventions and small-group therapies through the PiXL Assessment System.

### 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
PiXL	Partners in Excellence
Literacy Tree CPD	Literacy Tree
Basics Coaching	VNET
Phonics Bug	Pearsons
EPASS- Mental health	Norfolk County Council

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

- embedding more effective practice around feedback through CPD for TA's at inset, with the SENCO and in a staff meeting and briefing schedule. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. The Governors have undertaken pupil voice this year.

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. We have weekly clubs for all children which the school staff run. Some of these are academic, some sporting and some arts.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated the activity undertaken in previous years that had the most and least impact. We worked with the Senior Leadership team looked at triangulated data, spoke to pupils and families and our Governors. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools like ours in DNEAT and contacted schools in our region with high-performing disadvantaged pupils to learn from their approach. We worked with our trust to see what high-performing schools, with high-disadvantage in our trust was doing well with PP funding.

We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. We will continue to use the EEF's Developing an Effective Strategy Framework to assess, plan, do and review at yearly.