



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	236
Proportion (%) of pupil premium eligible pupils	38 pupils 16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	July 2028
Statement authorised by	Mrs Sarah Godbold
Pupil premium lead	Mrs Sarah Godbold
Governor / Trustee lead	Mr Sean West

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 37,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 37,180

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 persistence absence. We have a pocket of PP children who are consistently late or not attending school regularly so fall into the PA category meaning they are missing a large amount of schooling which in turn increase gap in learning and knowledge.
2	PP children having low resilience to set backs and struggling with independence.
3	PP children with gaps in their knowledge 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
Attendance for PP children will be inline with their peers and children will be on time and attending regularly.	Attendance officers will regularly check the records identifying children who need support this starts at teacher check ins and goes through a graduated step processes with the conclusion of Fast Track if needed. Curriculum is varied and bespoke which adds many layers of outdoor learning, no paper weeks, no plan day etc to engage children and keep them motivated to come to school.

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.	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. Targeted individual intervention- ELSA, Lego Therapy & Art therapy
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.	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. Teacher assessment that addresses misconceptions by checking prior knowledge and revisiting concepts to ensure knowledge and skills are learnt and remembered.
Writing for our PP children is an area for improvement. Alongside our schemes of work such as Literacy Tree, Pixl interventions and Phonics Bug we will be running a specific BIF (bite-size improvement focus) to improve handwriting, punctuation and sentence construction. Mighty writers have been purchased for all classes to support scaffolding and provide visual aid for memory when re-telling or writing stories.	Writing outcomes for children will 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.

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
To improve attendance for our PP children.	To improve attendance for our pupil premium children, we have implemented a range of targeted, evidence-informed strategies across the school. A number of our persistently absent pupils have complex safeguarding or family-related challenges, while others have taken holidays during term time. To support these families effectively, we work closely with outside agencies such as CADS and the School Community Team, as research shows that multi-agency collaboration helps remove social, emotional and safeguarding barriers that impact regular attendance. All parents of persistently absent pupils have met with our attendance officer to discuss barriers and agree next steps, and where improvements are not seen, cases will move to the more formal Fast Track process, in line with DfE guidance on early intervention and accountability. Attendance is monitored rigorously through half-termly PITA reviews, which also capture lateness and learning time lost, enabling us to identify patterns early. We also share attendance information in the school newsletter to strengthen communication with families, as parental engagement has been shown to positively influence attendance outcomes. In addition, we are reinstating attendance awards for pupils with consistently good attendance and offering a 'treat afternoon' for the class with the highest attendance, using positive reinforcement to motivate and reward regular attendance. As a result of the combination of attendance meetings, agency support, PITA reviews, parents' evenings and Mundford Junctions, most pupils have shown improvement over time, though we continue to work closely with a small number of families facing more complex challenges.	1
Continue work on mindset and educating how to overcome set backs. Review and revisit positive mindset work- practise makes progress, I can't do it yet...	Key evidence used from EEF documents on improving independence in learning and working memory. Work on learning pit and CBT work to improve resilience in learning and confidence.	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 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>	<p>Literacy Tree has already improved outcome for writers. It will give staff confidence in planning and delivering high quality sequential lessons for writing, reading comp and VGPS.</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>	4

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

Budgeted cost: £ 12,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium children are appropriately supported and challenged to narrow the gap between them and their peers.</p> <p>Additional adult support given to the learner in PIXL therapy groups.</p>	<p>Proven track record of improving results due to rigorous cycle of learn, assess, review</p>	1, 3 & 4
<p>Improving opportunities for reading.</p> <p>PP children to be heard read 1:1 regularly in class to help improve fluency and also inspire a love of learning.</p>	<p>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.</p> <p>Literacy Tree support reading Comp and fostering a love of reading.</p>	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All pupils are able to access a balanced and broad curriculum.</p> <p>Resources to support learning for all curriculum subjects.</p> <p>CPD for teachers to improve subject knowledge ensuring a better QFT for all children.</p> <p>PP funds to pay for children's trip and residential to ensure they are getting the same life chance as all children.</p>	<p>Pupils to engage with a wide range of experience to allow them to access all areas of learning and offer new exciting experiences.</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>	2
<p>Therapies and Interventions.</p> <p>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.</p> <p>Training staff in ELSA</p> <p>DFE funding for Mental Health Lead</p>	2

Budgeted cost: £ 9,260

Total budgeted cost: £37,180

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 2024-2025 academic year.

Following our continued use of PiXL therapies for small-group and 1:1 interventions, we have seen success in closing identified gaps in learning. External KS2 assessments at the end of 2024–2025 indicate that disadvantaged pupils are performing broadly in line with their peers across key areas of the curriculum. Writing remains the weakest area; however, this reflects a whole-school trend and is already a key focus for the coming year. Individual learning needs are met through targeted PiXL therapies or high-quality whole-class teaching, ensuring that pupils receive the most appropriate support for their next steps. In priority areas for improvement, the attainment gap continues to narrow. These improvements are linked to the rigorous forensic analysis of assessment data and the timely implementation of well-matched 1:1 and small-group interventions facilitated 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

Further information (optional)

Additional Activity to Supplement Our Pupil Premium Strategy

Our pupil premium strategy is supported by additional activity that is not funded through pupil premium or recovery premium. This includes embedding more effective feedback practices across the school through targeted CPD for teaching assistants delivered during INSET, by the SENCO, and through our staff meeting and briefing schedule. Evidence from the Education Endowment Foundation (EEF) highlights that high-quality feedback has a significant positive impact on pupil progress, particularly for disadvantaged pupils, making this a key area of focus.

We are also committed to offering a wide range of high-quality extracurricular activities designed to boost wellbeing, behaviour, attendance and aspiration. These activities aim to build vital life skills such as confidence, resilience and social interaction. Disadvantaged pupils are actively encouraged and supported to participate. Weekly clubs are available to all children and delivered by school staff, covering academic enrichment, sport and the arts.

Planning, Implementation and Evaluation

In planning our new pupil premium strategy, we evaluated previous activity to identify what had the most and least impact. Working with the Senior Leadership Team, we triangulated data, gathered pupil and parent voice, and consulted with governors. We used the EEF's Families of Schools database to compare the performance of disadvantaged pupils with those in similar schools across DNEAT, and we connected with local schools demonstrating strong outcomes for disadvantaged pupils to learn from effective practice. We also worked with our Trust to understand how high-performing schools with high levels of disadvantage are using pupil premium funding successfully.

We used the EEF's implementation guidance to shape our strategy, particularly the 'Explore' phase, which helped us diagnose specific pupil needs and select approaches most likely to work in our context. This guidance will continue to inform our work as we implement and refine our activities over time. A robust evaluation framework has been established for the full three-year cycle of this strategy, enabling us to review impact regularly and adjust our plans to secure the best outcomes for pupils. We will continue to use the EEF's *Developing an Effective Strategy* framework to assess, plan, do and review on an annual basis.