

# Pupil premium strategy statement – Mundella Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lauren Wharmby
Pupil premium lead	Lauren Wharmby
Governor / Trustee lead	Carol Gretton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130, 240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£130, 240

# Part A: Pupil premium strategy plan

## Statement of intent

At Mundella, we want to ensure all pupils have access to high quality education, with no gaps in opportunity due to disadvantage. All pupils will have the same high expectations demonstrating;

- Good attendance
- Opportunities to develop personal aspirations
- Social and emotional development
- Good academic outcomes from their starting points.

We aim to ensure pupils are supported on an individual, small group and class level, to have access to the things they need. This will look different for different pupils, therefore it is important to treat each pupil individually.

The 2024-2027 school improvements priorities are:

### **School Growth-**

1. Rise in pupil numbers across the school
2. Increase in new intake for September 25
3. Launch of the Preschool
4. Increased links with the local community
5. Relunched website
6. Increased social media presence

### **Behaviour and Relationships-**

1. Embedded behaviour and relationships policy
2. Improved behaviour in school
3. All adults model behaviour and relationships policy
4. Improved punctuality, improved attendance

### **Developing Subject Leaders-**

Improved leadership in each subject, effective management of subject budgets, improved pupil outcomes for all groups, improved subject knowledge for teachers and teaching assistants, use of research informed practice

### **Curriculum Implementation-**

All curriculum subjects will be implemented across the school as intended, attainment in Maths will improve in KS2, all children will make good progress in writing from their starting points, curriculum engagement from the children will be high, the quality of teaching and learning will be consistently good

### **Inclusive Practice-**

1. New SEND team in place to better cater for high demand
2. Cross Trust SENCO working group around national and regional changes
3. High Needs Funding continues to support SEND pupils
4. Address how to embed QFT strategies in classes to staff teams have more ownership (TA Support leads)

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance for disadvantaged groups is below the required standard of 95%.</b></p> <p>At the end of 2023, attendance for pupil premium pupils was 89.5%. Whole school attendance was 91.4%</p>
2	<p><b>Early years children arrive with low starting points, and this affects the curriculum intent and implementation.</b></p> <p>78% of children started this academic year working below their age expectations.</p>
3	<p><b>Pupils with lower starting points than peers often have larger gaps, and need specific teaching in Reading and Maths.</b></p> <p>61% of children passed the Phonics Assessment in Year 1 and 59% of children passed the Phonics Retake in Year 2 this is below National Average.</p> <p>Key Stage Two Maths SATs results in July 2024 were 37% which is significantly below National Average</p>
4	<p><b>Pupils with SEND and/ or disadvantage, show higher needs in Social, Emotional and Mental Health.</b></p> <p>Provisions to support learners help pupils focus on learning, and support good attendance.</p>
5	<p><b>Disadvantaged pupils need additional opportunities to create life skills and experience to enrich their understanding of the world.</b></p> <p>This includes building self esteem and creativity.</p>

## 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 will have improved across the school for all groups.	The gap for disadvantaged and non disadvantaged pupils will have closed.
Pupils will receive high quality teaching and intervention, with a particular focus on Reading and Maths.	Outcomes for disadvantaged pupils will have improved, with more pupils reaching age related expectations.
Pupils will feel happy and safe at school.	<p>SDQ and observation scores will indicate and increase in wellbeing for pupils with SEMH.</p> <p>Pupils will be able to talk about experiences they have encountered, which have improved their knowledge and skills.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 65,937

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Mental Health Training	£500 High quality good mental health and wellbeing in schools, especially following pandemic lockdowns, is vital to enable all pupils to access their curriculum and reach their full potential. Strategic development and effective professional development for all staff impacts on all pupils and supports the schools inclusive ethos leading to best outcomes for all learners. <a href="https://www.gov.uk/guidance/mental-health-andwellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-andwellbeing-support-in-schools-and-colleges</a>	4
Maths Mastery Training	£1000	3
Recruitment on Maths Tutor	£4395	3
Leadership Responsibilities and Assessment Tracking	£22,992 Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. <a href="https://epi.org.uk/publications-and-research/effects-highquality-professional-development/">https://epi.org.uk/publications-and-research/effects-highquality-professional-development/</a>	3, 4
Curriculum Leadership Programme to enhance Quality First Teaching in all subjects is consistent.	£7500 Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. <a href="https://epi.org.uk/publications-and-research/effects-highquality-professional-development/">https://epi.org.uk/publications-and-research/effects-highquality-professional-development/</a>	2, 3
Recruitment on Support staff to allow access to	£25,000 Supporting children effectively with online learning activities and opportunities linked to their classroom curriculum can further	

curriculum for all	support progress. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/covid19/Exemplifying_findings_from_EEF%E2%80%99s_rapid_evidence_assessment_on_remote_learning.pdf?v=1733879422">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/covid19/Exemplifying_findings_from_EEF%E2%80%99s_rapid_evidence_assessment_on_remote_learning.pdf?v=1733879422</a>	
TA Training Programme and recruitment of additional support	£4,550 High-quality CPD for teachers and teaching assistants has a significant effect on pupils' learning outcomes – Quality First Teaching strengthened through professional development of Mainstream Core Standards. <a href="https://www.kent.gov.uk/education-and-children/specialeducational-needs/send-strategy/send-mainstream-corestandards">https://www.kent.gov.uk/education-and-children/specialeducational-needs/send-strategy/send-mainstream-corestandards</a>	

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

Budgeted cost: £ 14,657

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Interventions for KS1 and KS2 pupils	£4719 Early identification and bespoke provisions impact on pupils accessing all curriculum leading to best possible outcomes for all learners Evidence demonstrates that early acquisition of speech & language skills impacts positively outcomes for all pupils across the curriculum. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</a>	2, 3
Phonics Interventions led by specialised TA	£4719 Early identification and bespoke provisions impacts on pupils accessing all curriculum leading to best possible outcomes for all learners <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</a>	2, 3
Maths Interventions led by trained TA	£4719 £500 Senior TA appointment and fluency bee training	3

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

Budgeted cost: £ 47646

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drama and Trip enrichment	<p>£4996 (Shows) £821(Museum) £2000 (trips)</p> <p>Improved cultural capital opportunities impacts on pupils' first-hand experiences, enables wider vocabulary development, improves communication especially speaking and writing <a href="https://www.earlyeducation.org.uk/cultural-capital">https://www.earlyeducation.org.uk/cultural-capital</a></p>	4, 5
Attendance focus with HT/ Admin Manager and FLO	<p>£5215 £12825 £8420</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</a></p>	1
SEMH Interventions	<p>£2500</p> <p>Quality-first teaching principles in class impact directly on children accessing all their curriculum. Support families to ensure all children are fed and clothed, enabling pupils to have improved wellbeing allowing them to access their curriculum.</p>	4
Trauma Informed Diploma Training	<p>£1000</p>	4
Breakfast tennis	<p>£760</p> <p>Improved cultural capital opportunities impacts on pupils' firsthand experiences, enables wider vocabulary development and improves communication, especially speaking and writing. <a href="https://www.early-education.org.uk/cultural-capital">https://www.early-education.org.uk/cultural-capital</a></p>	1, 4,5
Additional Breakfast Club support	<p>£1149 £1450</p>	
Breakfast club and board games initiative	<p>£510</p> <p>Improved cultural capital opportunities impacts on pupils' firsthand experiences, enables wider vocabulary development and improves communication, especially speaking and writing. <a href="https://www.early-education.org.uk/cultural-capital">https://www.early-education.org.uk/cultural-capital</a></p>	4.5

SENCO Support and Training	<p>£8000</p> <p>SENCO and assistant will work with SENCo to support children and families, especially those from disadvantaged backgrounds, to enable them to reach their full potential.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eeblog-the-role-of-the-sendco-in-developing-teaching-practice">https://educationendowmentfoundation.org.uk/news/eeblog-the-role-of-the-sendco-in-developing-teaching-practice</a></p>	4, 5

**Total budgeted cost: £ 130,240**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Previous Strategies for 2023-2024	
<u>Strategy for 2023-2024</u>	<u>Outcome Review</u>
A. Many pupils have either not attended a pre-school setting or a poor quality provision, meaning pupils are starting at much lower starting points.	School to undertake opening a pre school top help provide good quality early experiences.  School have worked on robust transition plan to ensure children settle and learning begins rapidly.
B. Many pupils have not had opportunities to build life stories by visiting a range of experiences to enhance learning.	Pupils engaged in a bespoke curriculum, with opportunities for outdoor learning, and additional provision as required. Pupils accessed high quality interventions.
C. Many pupils do not have readiness for learning power and are not resilient to take on new challenges and persevere.	Pupils continue a range of strategies to enable them to manage their emotional wellbeing. Increase emotional resilience and readiness to learn and persevere.
D. Attendance can hamper the progress made as the child is not in school to learn.	Pupils will attend school regularly. Attendance continues to remain consistent and shows small increase. Persistent absence is still a concern although some small improvements seen. Unauthorised absence is increasing through absence and holiday requests.
E. High mobility of children can often mean children are not settled and have been to many schools.	Increased transition and hub working. SLT to be involved in all transitions.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Little Wandle Phonics Training	Little Wandle
Senior Mental Health Lead Training	Creative Education
Speech and Language Therapy	East Kent Hospital Trust
Fluency Bee	White Rose Maths Hub



Widgit	Widgit online
Language and Speech Link	Speechlink
Accelerated Reader	Renaissance
White Rose Premium	White Rose

