

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Mundeford Community Infants School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	12.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2023/24
Date this statement was published	20 May 2022
Date on which it will be reviewed	1 July 2022
Statement authorised by	Daniel Pope
Pupil premium lead	Daniel Pope (Kate Jennings)
Governor / Trustee lead	Emily Harvey

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,935.00
Recovery premium funding allocation this academic year	£2,501.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£23,079.25</b> (£33,436.25 funding less £10,357.00 for free school meals and cool milk)

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal and so that our disadvantaged children:

- will have good levels of emotional literacy, wellbeing and mental health
- have characteristics of effective learning and understand what makes a good learner
- receive a vocabulary rich education in a range of contexts
- learn reading, writing and mathematics at a confident and age appropriate standard
- engage in an exciting and ambitious curriculum achieving good progress in all aspects
- participate in enrichment, extra-curricular and physical activities and understand their benefits
- will have high levels of attendance within 1% of the school average with no persistent absentees with attendance below 90%

Any disadvantaged children or identified vulnerable groups are always at the forefront of planning for provision and opportunity within the curriculum and beyond. High-quality teaching is at the heart of our approach, with a focus on areas in which our disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit our non-disadvantaged pupils. The key strategies of our approach are:

- investment in 1:1 reading intervention, oral language interventions and school-led reading and maths tutoring
- highly skilled pastoral worker given allocated hours to act as pupil premium champion, developing relationships with all children in receipt of pupil premium to support their emotional literacy and their learning to learn, working with colleagues and parents to make sure that filtrates into their daily lives and supporting families pastorally so that our disadvantaged children are able to thrive
- that disadvantaged children have the opportunity to experience visits, visitors and other curriculum enrichment that they may not have experienced outside of school. This ensures that all children receive our curriculum offer.
- disadvantaged children are prioritised for attending early morning reading clubs (as part of recovery premium funding and school-led tutoring) and enrichment

and extra-curricular activities such as multi-skills physical activities and nature art club

Our approach will be responsive to the challenges our disadvantaged children face and, to ensure they are effective, we will:

- adopt a whole school approach in which all staff take responsibility for our disadvantaged pupils' outcomes and raise expectations of what they can achieve
- use a range of information to build a picture of pupils' progress through pupil premium profiles, regular monitoring of progress through weekly group reading lists, weekly year group meetings and half-termly pupil progress meetings with support from the pupil premium champion pastoral worker
- utilise precise and measurable success criteria to evaluate the effectiveness of our approach, to swiftly identify and address any potential underachievement and to act early to intervene at the point need is identified

## Challenges

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

Challenge number	Detail of challenge
1	Impact of school closure and changes to the structure of the school day during the pandemic.
2	The home life experience of a significant number of our disadvantaged children including separated families, insecure attachments, estranged parents and subsequent additional support that is needed
3	In KS1 a number of our disadvantaged children also have SEN and so need further support with intervention
4	Learning behaviours for children inhibits progress with focus, readiness (emotionally), stamina, organisation and attention
5	Progress in reading, especially decoding, results in a lack of fluency and comprehension skills
6	The attendance for children in receipt of pupil premium is consistently lower than the school average and a number of children are persistent absentees (lower than 90%)

## 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
Improved reading achievement among disadvantaged pupils across all year groups.	<p>KS1 reading outcomes from 2021/22 show that more than 75% (6/8) of disadvantaged pupils meet the expected standard.</p> <p>All Year 1 children will have made 3+ colour levels progress throughout the year in Read Write Inc.</p> <p>89% (8/9) of children will achieve ELG at the end of Reception.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from children’s voice, children and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved characteristics of effective learning & metacognition.	<p>Assessments and observations indicate significantly improved engagement in whole class, group and partner discussions by disadvantaged children. Children take pride in their work and have opportunity to think, problem solve and reason and state what learning characteristics they needed to be successful. This is evident when triangulated with other sources of evidence, including book scrutiny and ongoing formative assessment.</p>
To achieve and sustain improvement in Prime and Specific areas in Reception provision for all our pupils, particularly our disadvantaged pupils.	<p>Assessments and observations indicate improved identification, monitoring and progression of those children, particularly our disadvantaged children, who we consider not to be school ready when starting Reception. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> <li>• attendance rate for disadvantaged pupils being within 1% of the school average</li> <li>• no persistent absentees with attendance below 90%</li> </ul>

## 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: £ 2400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments such as PIPA and Wellcom.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase Walkthrus and fund ongoing teacher training and professional dialogue conversations.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4
<p>Ensure all relevant staff are trained in Read Write Inc delivery in groups and 1:1 intervention</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	5
<p>Improve the quality of social and emotional learning (SEL). For example, use and embed TrickBox through the school</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	1, 2, 4

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff (including ELSA and pastoral updates).	<a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 11400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 3
Increase hours and participation in Read Write Inc 1:1 Tutoring (Year 1) and early morning reading club (Year 2) for disadvantaged children.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	5
School-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. This is for reading and maths.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3, 5

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

Budgeted cost: £10250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing increased hours for pastoral worker to be pupil premium champion and work across the school using SEL, ELSA &amp; TrickBox as well as engaging parents with parenting issues &amp; attendance</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/eef-social-and-emotional-learning/">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 4, 6</p>
<p>Set up a nature art club in the Spring term that involves disadvantaged children.</p> <p>Target vulnerable children (for SEMH) to attend multiskills physical activity club</p>	<p>Children benefit from extra-curricular activity such as art.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	<p>2, 4, 6</p>
<p>Contingency fund for school uniform, extra support etc.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £24050**

## 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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the Outcomes we aimed to achieve for our disadvantaged children by the end of 2020/21 through our previous pupil premium strategy and activity (referred to below), were not fully realised.

Our assessment of the reasons for this point primarily to Covid-19 pandemic impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was detrimental to our disadvantaged children, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The pandemic impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by the use of live online teacher-led lessons through google classroom and online resources such as doodle maths, doodle spell, reading eggs and real PE. Each disadvantaged child's learning journey was monitored through regular pupil progress meetings when learning in school and remotely and the pupil premium champion pastoral worker supported these children and families throughout including providing ELSA support for many of these children.

Our disadvantaged children were carefully assessed upon their return to school post-lockdown and our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted, primarily due to pandemic-related issues. The impact was particularly acute for disadvantaged pupils and those with SEN. We provided wellbeing support for all pupils, and targeted interventions, where required, utilising pupil premium and recovery premium funding and maintained continued pastoral worker support for our disadvantaged children and their families. We are building on this approach with the plan detailed earlier in this new pupil premium strategy.

#### **Outcomes in 2020/21:**

##### **Reception children will make strong progress in Prime and Specific areas**

An ongoing strength of our Reception provision is at our first pupil progress meeting we identify (to then track) those children we consider to not be school ready. We then have conversations termly to see what progress has been made and all staff are aware of individual children's needs and progression through to the end of the Reception year

regarding GLD / potential GLD (if school closures hadn't taken place) & for ELGs in Prime and Specific areas.

### **Children with PP, PP & SEN make strong progress and receive an effective graduated response**

For those disadvantaged children with SEN, we have pupil progress meetings where those children are always discussed as a priority along with children with SEND. SEN barriers also made a significant difference to those disadvantaged children being on or close to their pathway and school closure particularly impacted on their potential progress.

### **Through increased focus on metacognition and wellbeing children are able to complete learning tasks to a higher standard than previously**

Pupil premium profiles will continue to be implemented in 2021/22 by our pastoral worker with a review of the template as it may be important to link it to the learning to learn characteristics. This will enhance the attitudes and dispositions conducive for effective learning that many disadvantaged and vulnerable children require extra support with. If it was not for school closure, many children would have been more successful had they been exposed to national curriculum objectives being taught in the classroom so that immediate feedback and next steps could have been more carefully planned for and provided. This would have provided meaningful targets for these children. That said, they can articulate certain targets such as using the writing superheroes for handwriting, spelling and punctuation. Some children can also say what their learning character target is and can also say what maths target they are working on (such as times tables and learn its).

It has been identified by senior leaders that provision is not always accurately matched to next steps and this is why it is now a focus in our School Development Plan (under inclusion on SDP1).

### **Children will read with increased fluency and understand what they read**

Children in receipt of pupil premium made the following progress in RWI:

Year 1: 6/7 made at least expected progress

Year 2: 5/10 made expected progress

Reception: 3/6 on expected pathway (with 2 further children slightly below)

Attendance at our early morning reading club intervention was strong (with only 1 child in receipt of pupil premium not attending) indicating that they enjoy the sessions and reading. This has led to improved fluency and comprehension for all children attending despite this not necessarily translating into the Read Write Inc colour level progression we aimed to achieve.

### **Through continual monitoring and contact with parents high attendance will be given value and importance**

There have been few to no concerns regarding attendance for these children (self-isolating has had an unavoidable impact). ELSA support has been extensively provided for the most vulnerable children in terms of wellbeing and the headteacher and pastoral worker continue to meet weekly to discuss this.

Of the 24 children in receipt of pupil premium, 2 have been persistent absentees since reopening in March 2021 however the pastoral worker continues to liaise with these families and has spoken to all other families, at an early stage, whenever attendance has become an initial concern.

Overall attendance for 2020/21 was 96% for our disadvantaged children compared with 97% for the school, achieving the success criteria set in our previous strategy.