

# Pupil premium strategy statement

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 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	12.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 / 25 – 2026 / 27
Date this statement was published	24 January 2025
Date on which it will be reviewed	24 January 2026
Statement authorised by	Daniel Pope
Pupil premium lead	Daniel Pope
Governor / Trustee lead	Dimitrios Pegioudis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32560
<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>£21575</b> (£ funding less £ 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
- 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:

- supporting learning and behaviour in school is rooted in relational practice whereby all practitioners receive professional development in trauma informed approaches and behaviour strategies
- teaching children how to learn by being ready, to keep trying, being curious and creative, working with others and making improvements
- investment in 1:1 reading intervention for Year 1 children, oral language interventions for Reception (and KS1 as required) and a Year 2 reading club taking place before school
- highly skilled pastoral leader 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 how 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.

- to support attendance as required when it falls below 90% through pastoral leader actions and in accordance with our attendance policy

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 tracking, regular monitoring of progress through weekly group reading lists, weekly year group meetings and termly pupil progress meetings with support from the pupil premium champion pastoral leader
- 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	From the number of referrals made to SLT and the pastoral worker, the home life experience of a significant number of our disadvantaged children, including separated families, insecure attachments and estranged parents, result in subsequent additional support being needed.
2	Lesson observations have indicated that learning behaviours for children often inhibits progress with focus, readiness (emotionally), stamina, organisation and attention being the main contributors.
3	Increasingly, children do not come to school with sufficient vocabulary and there is a potential deficit for disadvantaged children. These children may not have been read to or have high quality conversations with their family.
4	From available data in KS1, a number of our disadvantaged children (6/22) also have SEND and so require further support to acquire learning including increased adaptations, scaffold and interventions.
5	From internal assessments in Read Write Inc, progress in reading, especially decoding, results in children having less fluency and comprehension of the text

## 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	<ul style="list-style-type: none"> <li>• KS1 reading outcomes show that more than 75% of disadvantaged pupils meet the expected standard.</li> <li>• All Year 1 children will have made 3+ colour levels progress throughout the year in Read Write Inc.</li> <li>• All children without significant identified need will achieve the ELG for word reading and comprehension</li> </ul>
To achieve and sustain good wellbeing for our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• children expressing that they are motivated to learn, happy to come to school, feel safe and can understand what to do when experiencing different emotions</li> </ul>
To achieve and sustain improved characteristics of effective learning & metacognition	<ul style="list-style-type: none"> <li>• Children demonstrate they: are ready to learn, keep trying, are curious and creative, work with others and make improvements</li> <li>• Children take pride in their work and have opportunity to think, problem solve and reason</li> </ul>
To achieve and sustain improvement in Prime and Specific areas in Reception provision for our disadvantaged pupils	<ul style="list-style-type: none"> <li>• Children demonstrate good progress in the Prime and Specific areas according to their starting points and how school ready they were when they entered</li> <li>• Unless there is a significant need, children will achieve their ELG in the Prime Areas</li> </ul>
To achieve and sustain an ambitious curriculum for all	<ul style="list-style-type: none"> <li>• Assessments and conversations with children will indicate that children have retained identified knowledge across the curriculum subjects.</li> <li>• It will be evident that there is sufficient vocabulary acquisition and understanding across all subjects.</li> <li>• Children will experience visitors and visits to the local area.</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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscription for 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>	<p>3, 4, 5</p>
<p>Embedding dialogic activities:</p> <p>EYFS: a high quality reading spine linked to topics, Drawing Club, Time to Talk, x 2 stories a day, narrative intervention including pre-teach</p> <p>KS1: a high quality reading spine with daily stories and non-fiction links, vocabulary led curriculum, philosophy for children (such as in RE), retrieval exercises, talk partners</p> <p>The above can support children to articulate key ideas, consolidate understanding and extend vocabulary.</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 and knowledge retention:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3, 4</p>
<p>Curriculum design ensures lessons can be adapted for children to retain knowledge – teacher development meetings to be held to understand how knowledge can be retained for all.</p>	<p>There is a strong evidence base and theory around spaced, retrieval and inter-leaved learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</a></p>	<p>2</p>

<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>	<p>5</p>
<p>Improve the quality of social and emotional learning (SEL). For example, use and embed SCARF lessons as well as Zones of Regulation</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff (including ELSA and pastoral updates).</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> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1, 2</p>
<p>Provide high quality teaching so that all children benefit from learning metacognition (how to learn) through our learning to learn characters.</p> <p>Establish learning to learn targets and focus areas in pupil progress meetings where necessary for individual children.</p> <p>Teaching staff to work with children to develop their learning behaviours and targets explicitly shared with children.</p>	<p>There is crucial evidence that focusing on improving metacognition and self regulation enhances learning across the curriculum</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</a></p>	<p>2</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group narrative and vocabulary acquisition for disadvantaged pupils who have relatively low spoken language skills – EYFS intervention (and SALT in KS1)</p>	<p>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:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
<p>Participation in Read Write Inc 1:1</p>	<p>Phonics approaches have a strong evidence base indicating a positive</p>	<p>4, 5</p>

<p>Tutoring (Year 1) and early morning reading club (Year 2) for disadvantaged children.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
----------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral leader is the pupil premium champion and works across the school using strategies with children from Trauma Informed diploma as well as engaging parents with parenting issues &amp; attendance.</p> <p>Provide CPD in relational practice as well as embed aspects of zones of regulation.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1, 2, 3
<p>Provide CPD for embedding our behaviour and relationships policy with the focus on consistent approaches and adult scripts to be used with all children</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Improving behaviour in schools</a></p>	1,2,4
<p>Disadvantaged children are included in the weekly agenda for year group meetings</p>	<p>Shining the spotlight on disadvantaged children is proven to raise their attainment and improve their wellbeing</p>	1, 5
<p>Contingency fund for school uniform, extra support etc.</p>	<p>Based on our experiences and those of similar schools to ours, we have</p>	All

	identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
--	-------------------------------------------------------------------------------------------------------------------------	--



## 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 2023 to 2024 academic year.

#### Outcomes in 2023/24:

##### Improved reading achievement among disadvantaged pupils across all year groups.

- 100% of children in Year 1 (7/7) and Year 2 (9/9) passed the phonics screening test compared with 68% nationally
- 71% (5/7) of Year 1 children are on track to achieve EXS (expected standard) in reading
- 78% (7/9) of children at the end of Year 2 achieved EXS
- 4/7 children moved 3+ colour levels throughout the Year in Read Write Inc. *Further prioritising of RWI intervention is needed for children in receipt of Pupil Premium for 2024.25*
- 57% (4/7) achieved ELG in comprehension and 29% (2/7) achieved word reading ELG. 3 of the 7 children are on the SEND register. *These children are prioritised for Read Write Inc. intervention in Year 1.*

##### To achieve and sustain improved wellbeing and curriculum enrichment for all pupils in our school, particularly our disadvantaged pupils.

A number of our children who are disadvantaged have received pastoral support for their wellbeing, particularly centred around self-esteem. They have all been able to say who their trusted adult(s) are in school. The pastoral worker regularly checks in and monitors children in receipt of pupil premium. She is using strategies from the Trauma Informed Schools diploma to work with these children. The senior mental health lead has been working with teaching staff to instil a trauma informed approach centred around protecting, regulating, relationships and reflection to support children's understanding of emotions and their wellbeing, giving them strategies to help them. This will be built upon in the next cycle of pupil premium strategy for 2024/25 including training from Graham Chatterly in Managing Challenging Behaviour

Disadvantaged children have been prioritised where possible to be selected to take part in sports competitions. Parents have commented how well they feel their children are supported to feel safe and happy in school. Observations of lessons indicate settled and supported disadvantaged children who are given strategies to improve focus. This has been further developed with the use of our learning characters (How to Learn) coupled with Zones of Regulation strategies for feeling calm and ready to learn. There has been an increased amount of visits and visitors within the curriculum for last year and planned in for this academic year.

**To achieve and sustain improved characteristics of effective learning & metacognition.**

As stated above, children have been observed to be largely engaged in meaningful learning and can explain what is needed to be a successful learner. Some disadvantaged children need further support to focus for sustained periods of time and this is being discussed in year group planning meetings. Science lessons are giving children the opportunity to think, problem solve and reason with an enquiry led approach also in RE. There is a big question for children to consider at the start of each topic and project. Our learning characters continue to be used throughout the school and have recently been simplified for better use by teachers and understanding by children. Children's writing in English books indicate they almost always take pride in their presentation and handwriting.

**To achieve and sustain improvement in Prime and Specific areas in Reception provision for all our pupils, particularly our disadvantaged pupils.**

2 out of 7 (29%) of disadvantaged children achieved Good Levels of Development at the end of EYFS with 75% overall for the cohort. These children are continually discussed at EYFS supervision meetings and fluid strategies and deployment of adults are used accordingly. 3 children have both PP and SEND. Six adults were employed in Reception which made a marked difference to the levels of support we could provide these children. This was due to also having EHCP funding and using the pupil premium funding, as per the strategy, of having a full time TA with SEND specialism.

**To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**

- For the year 2023/24, attendance rate for disadvantaged pupils was 93.8%. This was within 1% of the school average of 94.5%.
- 5 / 24 (21%) pupils were persistent absentees with attendance below 90%. The rate of persistent absentees for the whole school was 9%.
- These figures demonstrate that disadvantaged children are broadly attending in line with their peers.

**To achieve and sustain an ambitious curriculum for all.**

From the Ofsted inspection in June 2024 it was reported that children experience lots of exciting visits as part of curriculum themes and that the curriculum includes the essential knowledge that children need to learn. Children remember this knowledge very well as evidenced in geography and design & technology. Assessment systems are beginning to develop well for the wider curriculum. Well-crafted bespoke curriculums are in place for children who need them.

When holding conversations with children, disadvantaged children have been prioritised.

## Year 2

From conversations with children regarding their retention of knowledge (Sticky Knowledge chats) the children were keen to say what they had learnt and could talk with a high level of detail in certain aspects of the curriculum. It is clear they have enjoyed the learning, listened well and that the tasks set aided learning retention.

## Year 1

Children have been exposed to the majority of key vocabulary and objectives from the subject maps. This has enabled them to have sticky knowledge across all subjects. They were enthusiastic in their responses and have clearly enjoyed their learning. Some of the responses indicate that more exposure / teaching of identified knowledge is required for the learning to stick.

## EYFS

From the children's responses, many aspects of the curriculum have been learnt. The conversations were wholly positive and the children clearly demonstrated they are motivated to learn and enjoyed recalling what they knew.