



# 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	202
Proportion (%) of pupil premium eligible pupils	19 pupils 9.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2024
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Godbold
Pupil premium lead	Mrs Godbold
Governor / Trustee lead	Paul Plumbridge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 27,595
Recovery premium funding allocation this academic year	£ 2,900
NTP funding	£ 3,564
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£ 34,059</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 adaptation

#### 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 Head teacher, 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 head teacher 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	Addressing gaps in reading and maths. Closing gaps with peers- use of Pixel.
2	Improving behaviours for learning- ensuring knowledge sticks (use of outdoor learning)
3	Behaviour- CPD for staff around behaviour management.
4	Writing- closing the gap with their peers

## 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
<p>Addressing gaps in knowledge and closing gaps with peers in maths and reading                      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.                      We are part of an assessment project this year with VNET to</p>	<p>Baseline assessments of prior knowledge will build a picture of progress from starting points in subjects. Pixel will measure progress in maths and English from starting points and help to plan interventions/therapies where needed to help individual children progress.                       A policy of assessment that is fit for purpose and ensures that our curriculum</p>

<p>ensure that our formative assessment is increasing pupil achievement by addressing gaps in knowledge and skills.</p>	<p>planning is informed by effective formative assessment. Teacher assessment that addresses misconceptions by checking prior knowledge and revisiting concepts to ensure knowledge and skills are learnt and remembered.</p>
<p>Meeting the needs of every learner- starting with CPD for all staff on how children learn, how to make learning stick and how to ensure transfer learning from working memory to? long term memory. Ensuring that children are provided with learning led activities that build on prior knowledge. Outcomes for PP children will be in line with their peers. Using outdoor spaces and hands on activities to help children engage with their learning.</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. Teaching will be tailored to ensure that knowledge and skill are revisited to ensure transferal from working memory to long-term memory. Children will be provided with a breadth and depth of the curriculum. Having a varied diet of learning will ensure that English and maths do not become a limiting factor in other curriculum areas.</p>
<p>Behaviour's for learning will improve for all through high quality CPD:  VNET project that will be running across the Federation 'every one behaving in school together.' How to be a lunchtime super hero Focussing on resilience and how to improve children's mind sets Encouraging children to become subject ambassadors to have a further voice in their learning.</p>	<p>All children following the school rules and values. QFT ensures that everyone is behaving together through a varied diet of learning CPD empowers staff to deal with challenging behaviours with confidence.  Children are resilient learners with a passion for knowledge. Children are part of the school and contribute to its cultural capital.</p>
<p>Writing for our PP children is an area for improvement. Improvements in spelling and VGPS will help improve the impact of cognitive load for composition. Spelling shed, 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. Measure 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: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Assessment project led by VNET and professionals in their field. Pupil progress meetings. TA assessments and Pixl assessments. Measured against the Pixl cohort. RSL meetings</p>	<p>2,</p>
<p>Addressing gaps in knowledge and closing gaps with peers. Starting QFT based on CPD from last year. How children learn, how to make learning stick and how to ensure transfer learning from working memory to long term memory. Ensuring that children are provided with learning led activities that build on prior knowledge. Outcomes for PP children will be in line with their peers.</p>	<p>Based on research and evidence a focus on QFT that ensures children are retaining, revisiting and applying knowledge and skills</p>	<p>2, 3</p>
<p>VNET project that will be running across the Federation 'every one behaving in school together.' How to be a lunchtime super hero Focussing on resilience and how to improve children's mind sets. Encouraging children to become subject ambassadors to have a further voice in their learning. All children following the school rules and values. QFT ensures that everyone is behaving together through a varied diet of learning CPD empowers staff to deal with challenging behaviours with confidence. Children are resilient learners with a passion for knowledge. Children are part of the school and contribute to its cultural capital.</p>	<p>Assessment of outcomes for the end of the project- everyone behaving together. Observations of behaviours across the school at various times. Pupil engagement, confidence and resilience increases across the year groups.</p>	<p>2,3</p>

<p>Writing BIF – improving outcomes for all but with a larger focus on Boy’s writing (seen as an area for improvement).</p> <p>Intervention where needed – CPD for staff in improving engagement and Hooks to encourage writers.</p> <p>Author visits, comic subscriptions, creative writing clubs offered.</p>	Research based bite sized improvement focus.	4

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

Budgeted cost: £ 22,059

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 learners in PIXL therapy groups. (approx. 40hrs per week)	Proven track record of improving results due to rigorous cycle of learn, assess, review	1
Third Space Learning intervention. Pupil Premium children chosen for 1:1 online coaching	Used as part of the NTP last year and will continue to use this term.	1
Behaviour CPD through VNET- releasing staff and paying overtime to up skill. Buying resources for NCC to support staff on step up and step on. Focus on engaging children.	Research based project with VNET and NCC experts.	3
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. Bug club (online) and extended books (hard copies) to encourage children to read.	Using bug club expands the amount and variety of books children can have.	1
Muddy Puddle company- outdoor learning to engage and inspire all learners through a varied diet of learning experiences across the curriculum.	CPD from the company and ongoing support through the academic year.	2
Bespoke VNET training for Writing BIF to ensure that every child is a writer (focus on boy’s writing).	Research based project with VNET and NCC experts.	4

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All pupils are able to access a balanced and broad curriculum. Resources to support learning for all curriculum subjects. 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 chances as all children.</p> <p>Resources for NPD &amp; NPW.</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>2,3, 4</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.</p>	<p>2,3</p>

**Total budgeted cost: £ 34, 059**



## 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 2021 to 2022 academic year.

#### **2021-2022- Review**

The EOY outcomes for KS2 for PPG (5 pupils) were:

**R: 60% W: 60% M:80% Combined: 40%**

Although this is a small cohort which means trends need to be looked at with caution. The maths and reading focus in 2021-2022 shows an improvement in progress points for these two subjects. Progress in writing was not as strong and will be a focus for 2021-2022. There were no children reaching the GDS which is a focus in the 2022-2023 SCP for all groups of children.

The EOY outcomes for KS1 for PPG (4 pupils) were:

**R: 75% W: 25% M:75% Combined: 25%**

Although this is a small cohort which means trends need to be looked at with caution. The maths and reading focus in 2021-2022 shows an improvement in progress points for these two subjects. Progress in writing was not as strong and will be a focus for 2021-2022. There were no children reaching the GDS which is a focus in the 2022-2023 SCP for all groups of children.

In EYFS the key focus area for the up and coming Year 1's will be Writing also, again PPG in this year is a small cohort.

VNET CPD on how children learn showed a large impact in terms of planning for groups and ensuring that we are looking at prior knowledge and how to plan purposeful learning experience for all pupils. The adapt planning which had an impact on levels of engagement of all our PPG. Including how trips and enrichment activities are planned and delivered for children to experience life outside of Norfolk.

NTP funding- we used third space, progress was seen from starting points. It had good impact in our upper KS2 and this is reflected in the results. For reading we used the prosody interventions at upper KS2 which again is reflected in the results above. Will use this and the Pearsons tutoring next academic year to drive outcomes for PPG.

We will continue our programme of mental health support in the next year. Outdoor learning and enhanced learning experiences will also be our focus to ensure all children are having a varied diet of learning across the curriculum.

## 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
Pupil Premium children are appropriately supported and challenged to narrow the gap between them and their peers. Additional adult support given to the learners in PIXL therapy groups. (approx. 40hrs per week)	Partners in Excellence
Third Space Learning intervention. Pupil Premium children chosen for 1:1 online coaching	Third Space Learning intervention
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. Bug club (online) and extended books (hard copies) to encourage children to read.	Bug Club
VNET Education CIC is a wholly independent, not-for-profit, Community Interest Company dedicated to supporting schools' self-improvement journeys. VNET Education CIC supports schools, academies and MATs across East Anglia and beyond through a vibrant network. We facilitate CPD, training, consultancy, events, conferences, research and longitudinal projects across our community to support education professionals, for the benefit of children and young people. VNET Education CIC was established in 2017 at the request of school leaders to continue the outstanding work of Better to Best – a school-led approach to improvement which played a crucial part in raising Ofsted grades in Norfolk schools from 59% Good or better in 2013, to 89% Good or better by 2017. The result is a network of leaders, schools and academies that are all committed to developing further strong ties and joint working, undertaking innovative projects leading to improvements in practice and	VNET

outcomes, and sharing their experiences and expertise with one another.

There are currently approximately 200 member schools and academies across East Anglia.