Mundesley Infant School
Primary Pupil Premium Strategy Statement 2021-22

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

School Name	Mundesley Infant School			**Academic Year Plan Strategy Plan Covers**	2021-22
Number of Pupils in School	**68**	**Number of Pupil Premium Eligible Pupils**	**15**	**% of Pupil Premium Eligible Pupils**	**22.1%**
Statement Authorised by	Abigail Howett	**Pupil Premium Lead**	Abigail Howett	**Governor Lead**	
Date This Statement was Published	December 2021	**Date on which it will be reviewed**	July 2022		

Funding Overview

Pupil premium funding allocation this academic year	£25,494.20	Recovery premium funding allocation this academic year	£2320	Pupil premium funding carried forward from previous years	£14,099.00
Total budget for this academic year	£41,913.20				

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 that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.
Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge Number	Detail of Challenge
1	External assessments from 2019 and internal assessments from 2021 show that attainment in Reading, Writing and Mathematics among disadvantaged pupils in almost all year groups is below that of non-disadvantaged pupils for children reaching age-related expectations at the end of Key Stage One.
2	External assessments from 2019 and internal assessments from 2021 show that attainment in Reading, Writing and Mathematics among disadvantaged pupils in almost all year groups is below that of non-disadvantaged pupils for children reaching greater depth at the end of Key Stage One.
3	External assessments from 2019 and internal assessments from 2021 show that the percentage of disadvantaged pupils reaching the expected standard in Phonics is below that of non-disadvantaged pupils.
4	External assessments from 2019 and internal assessments from 2021 show that the percentage of disadvantaged pupils reaching a Good Level of Development at the end of Reception is below that of non-disadvantaged pupils.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.
6	The engagement and behaviour of children where social, emotional and economic barriers exist, preventing the accelerated progress needed to close the attainment gap.
7	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils, with significantly higher rates of persistent absenteeism. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and closure of gaps.
8	Reduced access to enrichment activities due to the school's coastal rural location
9	Low parental engagement and aspiration

2018-19				2019-2020 (Pre-Covid)				2020-2021			
Overall Attendance		Persistent Absence		Overall Attendance		Persistent Absence		Overall Attendance		Persistent Absence	
PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
93.06%	96.16%	17.9%	3.8%	94.64%	96.15%	16.7%	1.5%	95.02%	96.07%	16.7%	7.8%

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
Increased number of PP children achieving the expected standard in reading, writing and mathematics at the end of KS1 *Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.*	By 2022-23, the number of PP children achieving the expected standard at the end of KS1 increases and is inline with or better than PP national Reading: 62% Writing: 55% Maths: 62%
Increased number of PP children achieving greater depth in reading, writing and mathematics at the end of KS1	By 2022-23, the number of PP children achieving greater depth at the end of KS1 increases and is inline with or better than PP national Reading: 14%

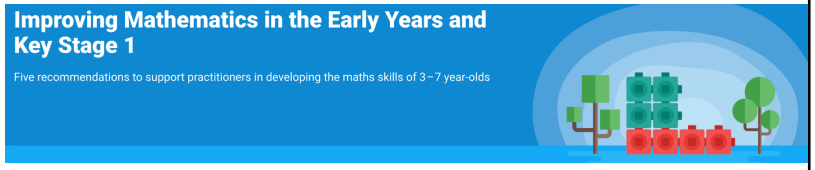
Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.	Writing: 7% Maths: 12%
Increased number of PP children achieving the expected standard in Phonics by the end of Year 1 *Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.*	By 2022-23, the number of PP children achieving the expected standard in Phonics increases and is inline with or better than PP national National PP Phonics: 71%
Increased number of PP children achieving a Good Level of Development by the end of Reception *Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.*	By 2022-23, the number of PP children achieving a Good Level of Development by the end of Reception increases and is inline with or better than PP national National PP GLD: 57%
Gaps between the attainment of our PP and non-PP children will have reduced, demonstrating that the knowledge-gaps are closing. *Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.*	By the end of 2021-22, internal data will show that the gap between the number of PP and non-PP children achieving the expected standard at the end of each year group has started to close. This will be shown by the gap closing after each data drop.
PP children are able to make accelerated progress as a result of reduced social, emotional and economic barriers *Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.*	Children will be actively engaged in all areas of the curriculum, demonstrating the JONK characteristics. Children will attain as well as their peers in all areas of learning and make at least expected progress from their individual starting points.
Improved attendance of persistently absent PPresults in improved progress *Measured: Termly attendance report as part of SLT report to governors. Termly meeting with the attendance governor to report on progress/challenges and next steps.*	Attendance for PP children to be in line with national expectations (96.1%), with the gap narrowed between PP and non- PP children. Reduced percentage of persistent absence to be inline with non-PP children, and below national.
PP children experience a wide range of enrichment activities which lead to improved outcomes in the core subjects *Measured: Registers from clubs and events. Pupil voice to collect data for clubs/events taken outside of school.*	Children are offered and take up a wide range of clubs, educational visits and in-school visitor experiences. Children are offered and take up a range of activities outside of school, both independently and with their families.
Higher rates of parental engagement through home reading, parent information events and and family learning sessions. Children will aspire to be involved in many different careers and are increasingly aware of the pathways to achieve them. *Measured: Registers from events in school. Gaining the voice of parents through surveys and feedback at events.*	PP children to regularly read at home with their parents. Increased percentages of parents of PP children to attend parent information events and family learning sessions in school. All PP children to attend the Federation careers fair as well as a range of educational settings.

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
To develop the teaching of Spelling alongside MJS to ensure that the Monster Phonics Scheme used and the approach to spelling is coherent as children move through the school.	Phonics — Moderate impact for very low cost, based on very extensive evidence. +4 Mastery learning — Moderate impact for very low cost, based on moderate evidence. +5	1 2 3 4
To purchase Monster Phonics reading books linked to our Phonics Scheme to provide more books that match the teaching of each phoneme.	Phonics — Moderate impact for very low cost, based on very extensive evidence. +4 Reading comprehension strategies — High impact for very low cost, based on extensive evidence. +6	1 2 3 4
To develop a 'Free-Reader' reading scheme for children to support Greater Depth children's reading once completed the reading scheme.		1 2
To continue to use Lexplore to assess all children's reading age and identify those children who require reading intervention.		1 2
To develop the whole school Maths Mastery programme to ensure coherence in the teaching o mathematics from Early Years to Key Stage Two.	Mastery learning — Moderate impact for very low cost, based on moderate evidence. +5	1 2 4 5
To provide high quality tailored CPD days for Teachers and Teaching Assistants to ensure High Quality First Teaching across the curriculum and key focus areas.	Mastery learning — Moderate impact for very low cost, based on moderate evidence. +5	1 2 3 4 5
To purchase high quality texts for English and Guided Reading sessions that are centred around each topic and linked to the two-year rolling curriculum.	Reading comprehension strategies — Very high impact for very low cost based on extensive evidence +6	1 2 3 4
To purchase a range of mathematics resources to ensure each class has a varied and consistent range of concrete representations.		1 2 4
To further develop the whole school Guided Reading approach to improve children's reading comprehension and fluency, through a new evidence based five step process.	Metacognition and self-regulation — Very high impact for very low cost based on extensive evidence +7	1 2 3

	Reading comprehension strategies Very high impact for very low cost based on extensive evidence **Oral language interventions** Very high impact for very low cost based on extensive evidence **Peer tutoring** High impact for very low cost based on extensive evidence **Feedback** Very high impact for very low cost based on extensive evidence	
To continue to embed JONK (Joy of Not Knowing), metacognition and the Key Concepts across MIJS.	**Metacognition and self-regulation** Very high impact for very low cost based on extensive evidence	1 2 3 4 5 6

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

Budgeted cost: £29,600

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To provide at least 15 hours tailored 1:1 and small group tutoring for at least 8 children across the school (to top up the school-led tutoring fund).	**Small group tuition** Moderate impact for moderate cost, based on limited evidence. **One to one tuition** Moderate impact for high cost, based on extensive evidence.	1 2 3 5
To support children's success during their placement at SEMH specialist base and support their successful reintegration to mainstream schooling or specialist provision and to upskill our mainstream staff.	**Metacognition and self-regulation** Very high impact for very low cost based on extensive evidence **Social and emotional learning** Moderate impact for very low cost based on very limited evidence	1 2 3 5 6
To provide 1:1 and small group SEMH interventions across MIS. Renew Thrive License and provide internal training to TAs delivering interventions. To work alongside SRB Lead Teacher to create SEMH intervention packages across MIJS. To continue to work alongside Ormiston Families to provide individualised 1:1 Mental Health Support through referrals to EMHPs.	**Metacognition and self-regulation** Very high impact for very low cost based on extensive evidence **Behaviour interventions** Moderate impact for low cost based on limited evidence **Social and emotional learning** Moderate impact for very low cost based on very limited evidence	1 2 3 4 5 6
To provide all children with a Nessy Reading and Spelling intervention and Numbots online subscription.	**Digital technology** Moderate impact for moderate cost, based on extensive evidence. **Phonics** Moderate impact for very low cost, based on very extensive evidence.	1 2 3 4 5

	Individualised instruction Moderate impact for very low cost based on limited evidence +4	
To provide intensive in class small group and 1:1 support daily during English, Mathematics, Guided Reading and Spelling for identified children across Key Stage One.	Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence +4 Individualised instruction Moderate impact for very low cost based on limited evidence +4	1 2 3 5
To provide daily check ins, sensory breaks and sensory circuits for identified children to support their emotional wellbeing and therefore allow them to access the curriculum.	Metacognition and self-regulation Very high impact for very low cost based on extensive evidence +7	5 6
To develop the package of interventions offered across the school, including the development of specialist Teaching Assistants and spaces for interventions to take place. Interventions to include the following: • 'Directed Time' Interventions (Superhero Training) • Small group Numicon interventions. • Small group, targeted writing, 'The Write Stuff' intervention sessions. • Small group Monster Phonics Interventions. • Small group and 1:1 reading fluency interventions across Key Stage One. • Small group and 1:1 reading comprehension interventions in Year Two. • Small group and 1:1 Speech interventions • Daily one to one reading for identified children • Identified and targeted Teacher Led Interventions	Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence +4 Small group tuition Moderate impact for moderate cost, based on limited evidence. +4 One to one tuition Moderate impact for high cost, based on extensive evidence. +5 Phonics Moderate impact for very low cost, based on very extensive evidence. +4 Reading comprehension strategies High impact for very low cost, based on extensive evidence. +6 Oral language interventions Moderate impact for very low cost, based on extensive evidence. +5	1 2 3 4 5 6

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

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To purchase two school chromebooks that can be used by children at home in order to further support their learning.	Digital technology Moderate impact for moderate cost, based on extensive evidence. +4 Homework High impact for very low cost based on very limited evidence +5 Parental engagement Moderate impact for moderate cost, based on moderate evidence. +3	1 2 3 5 6 7 8
To provide subsidised school visits (50% cost) for all Pupil Premium children.	Outdoor adventure learning Moderate impact for moderate cost, based on moderate evidence. +4 Arts participation Moderate impact for very low cost based on moderate evidence +3	5 6 7 8

To provide subsidised and free breakfast and after school club for identified Pupil Premium children to support with morning routines and school attendance.	Outdoor adventure learning Moderate impact for moderate cost, based on moderate evidence. Extending school time Moderate impact for moderate cost based on limited evidence +4 +3	5 6 7 8
To provide Small Group Music Tuition for one term.	Arts participation Moderate impact for very low cost based on moderate evidence +3	6 8
To provide parental workshops and Reading Cafes as soon as restrictions and Federation policy allows.	Parental engagement Moderate impact for moderate cost, based on moderate evidence. +3	8 9
To continue to use a range of strategies to support children's attendance at school. *Continued use of revised LA attendance policy including the use of fines for 9 unauthorised absences. *Weekly head of school monitoring of attendance data and contacting parents whose child's attendance is causing concern. *Attendance (98% or better) certificates and badges issued at the end of each term along with a family prize draw (days out, meals out etc.) *Attendance reported to parents through the weekly news sheet *Weekly £10.00 attendance award for the class with the highest attendance. *Weekly well done 100% attendance that week text sent to parents/guardians *Weekly well done 100% attendance stickers for children with 100% attendance	Parental engagement Moderate impact for moderate cost, based on moderate evidence. +3	1 2 3 4 5 6 7 8
To continue regular transition work with Pebbles PreSchool to ensure a smooth transition into school.		
	Total Budgeted Cost	£39,100

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.

Pupil Premium Strategy Plan Review 2020-21

Click here to view the reviewed 2020-21 Pupil PremiumStrategy Plan

Attainment (2020-2021 Whole School)

Early Years Foundation Stage	Pupil Premium Pupils		All Pupils	
	School	National (2019)	School	National (2019)
% achieving a good level of development or above	0%	*57%*	61%	*71.5%*

Phonics Screening	Pupil Premium Pupils		All Pupils	
	School	National (2019)	School	National (2019)

% achieving expected standard or above in reading	67%	*71%*	82%	*82%*
Key Stage 1	**Pupil Premium Pupils**		**All Pupils**	
	School	National (2019)	School	National (2019)
% achieving expected standard or above in reading	50%	*62%*	60%	*75%*
% achieving expected standard or above in writing	40%	*55%*	45%	*69%*
% achieving expected standard or above in maths	40%	*62%*	55%	*76%*

Other Evaluations and Impact

- Targeted interventions 'Superhero training' launched across Year 1 and 2. Particular focus on Phonics support for children (82% of Yr 2 children passed the phonics screening Autumn 2020)
- Interventions and targeted in class support supported children beginning to close the gaps formed through school closures. (See here)
- Monster Phonics launched and embedded across MIS
    - Increased engagement and enjoyment of Phonics, particularly with boys and those previously reluctant
    - Parent guides created during school closures to support parents understanding
- Additional TA in R/1 class to ensure consistent curriculum and opportunities across Year 1, despite no mixing of classes due to bubbles.
- Transition between Pre-School and Reception ensured that children transitioned smoothly into school, despite usual activities not taking place
- The Write Stuff purchased, training undertaken by all staff, lessons implemented across the school
    - Improved levels of vocabulary used across the schools by all children
- Use of free breakfast club places to support attendance of identified children and those vulnerable children (not just PP)
- Texts purchased to support the new curriculum - continued development of the topic boxes.
- SENDCos and HoS has developed work with MHST to provide additional specialised MH support through the Ormiston families umbrella.

Externally Provided Programmes

Programme	Provider
Coram Beactalk One to One Reading Support	**Coram Beanstalk**

Service Pupil Premium Funding (If Applicable)

Measure	Details
N/A	

Further Information (Optional)