Mundesley Infant School
Pupil Premium Strategy Statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Mundesley Infant School
Number of Pupils in School	74
Proportion (%) of Pupil Premium Eligible Pupils	16% (11 PP, 1 PP+)
Academic Year/Years that our current pupil premium strategy plan covers	2022-23
Date this plan was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Abigail Carter
Pupil Premium Lead	Abigail Carter
Governor Lead	Steve Lunnis & Mike Blake

Funding Overview

Detail	Data
Pupil Premium funding allocation this academic year	£22,282.50
Recovery premium funding this academic year	£2,465
Pupil premium funding carried forward from previous years	£1,000
Total Budget for this academic year	**£25,747.50**

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

Statement of Intent

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

<table>
<tr><th>Challenge Number</th><th>Details of Challenge</th></tr>
<tr><td>1</td><td>Internal and external Key Stage 1 assessments from 2022 indicate that attainment in Reading, Writing and Mathematics among disadvantaged pupils is below that of non-disadvantaged pupils for children reaching age-related expectations and greater depth.</td></tr>
<tr><td>2</td><td>External assessments from 2022 show that the percentage of disadvantaged pupils reaching the expected standard in Year 1 Phonics Phonics Screening is below that of non-disadvantaged pupils.</td></tr>
<tr><td>3</td><td>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.</td></tr>
<tr><td>4</td><td>The engagement and behaviour of children where social, emotional and economic barriers exist, preventing the accelerated progress needed to close the attainment gap.</td></tr>
<tr><td>5</td><td>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils, particularly the percentage of persistent absence over the past 2 years. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and closure of gaps.
<table>
<tr><th colspan="4">2019-2020 (Pre-Covid)</th><th colspan="4">2020-2021</th><th colspan="4">2021-2022</th></tr>
<tr><th colspan="2">Overall Attendance</th><th colspan="2">Persistent Absence</th><th colspan="2">Overall Attendance</th><th colspan="2">Persistent Absence</th><th colspan="2">Overall Attendance</th><th colspan="2">Persistent Absence</th></tr>
<tr><th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th></tr>
<tr><td>94.64%</td><td>96.15%</td><td>16.7%</td><td>1.5%</td><td>95.02%</td><td>96.07%</td><td>16.7%</td><td>7.8%</td><td>92.44%</td><td>92.72%</td><td>23.5%</td><td>20.8%</td></tr>
</table>
</td></tr>
<tr><td>6</td><td>Reduced access to enrichment activities due to the school's coastal rural location</td></tr>
<tr><td>7</td><td>Low parental engagement and aspiration</td></tr>
</table>

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.

<table>
<tr><th>Intended Outcome</th><th colspan="2">Success Criteria</th></tr>
<tr><td rowspan="2">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.</td><td colspan="2">By 2024-25, the number of PP children achieving the expected standard at the end of KS1 increases and is inline with or better than PP national</td></tr>
<tr><td>National PP 2018-2019
Reading: 62%
Writing: 55%
Maths: 62%</td><td>National PP 2021-2022
Reading: 51%
Writing: 41%
Maths: 52%</td></tr>
<tr><td rowspan="2">Increased number of PP children achieving greater depth 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 with school effectiveness governor.</td><td colspan="2">By 2024-25, the number of PP children achieving greater depth at the end of KS1 increases and is inline with or better than PP national</td></tr>
<tr><td>National PP GD 2018-2019
Reading: 14%
Writing: 7%
Maths: 12%</td><td>National PP GD 2021-2022
Reading: 8%
Writing: 3%
Maths: 7%</td></tr>
<tr><td rowspan="2">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 with school effectiveness governor.</td><td colspan="2">By 2024-25, the number of PP children achieving the expected standard in Phonics increases and is inline with or better than PP national</td></tr>
<tr><td>National PP 2018-2019
71%</td><td>National PP 2021-2022
62%</td></tr>
<tr><td>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 with school effectiveness governor.</td><td colspan="2">By the end of 2022-23, 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.</td></tr>
<tr><td>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 with school effectiveness governor.</td><td colspan="2">Children will be actively engaged in all areas of the curriculum, demonstrating the JONK characteristics and higher levels of engagements with less low-level disruptions.
Children will attain as well as their peers in all areas of learning and make at least expected progress from their individual starting points.</td></tr>
<tr><td>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.</td><td colspan="2">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.</td></tr>
<tr><td>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.</td><td colspan="2">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.</td></tr>
<tr><td>Higher rates of parental engagement through home reading, parent information events and and family learning sessions.

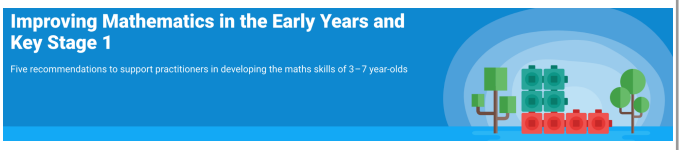
Measured: Registers from events in school. Gaining the voice of parents through surveys and feedback at events.</td><td colspan="2">PP children to regularly read at home with their parents.
Increased percentages of parents of PP children to attend parent information events and family learning sessions in school.</td></tr>
</table>

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: £5,967.90

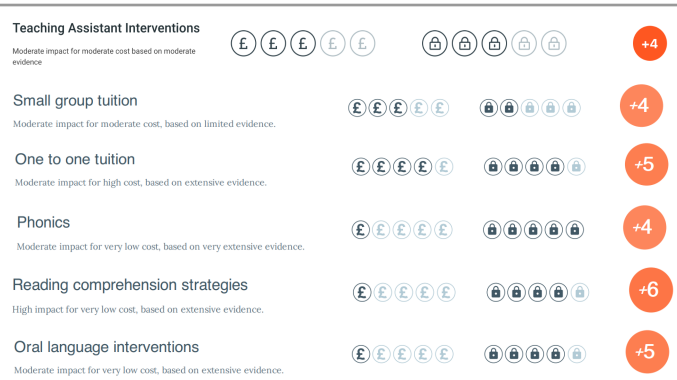
Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To develop the teaching of Spelling alongside MJS to ensure that the Monster Phonics Scheme used and the approach to spelling is coherent as children move through the school.	Phonics Moderate impact for very low cost, based on 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 online reading books linked to the 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
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 of mathematics from Early Years to Key Stage Two.	Mastery learning Moderate impact for very low cost, based on moderate evidence. +5	1 2 3
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
To provide high quality mentoring and support for Early Career Teachers.	Mentoring Low impact for moderate cost based on moderate evidence. +2	1 2 3 4
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 3
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 Reading comprehension strategies Very high impact for very low cost based on extensive evidence +6 Oral language interventions Very high impact for very low cost based on extensive evidence +6 Peer tutoring High impact for very low cost based on extensive evidence +5 Feedback Very high impact for very low cost based on extensive evidence +6	1 2 3

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 +7	1 2 3 4 5 6
To develop a new 'Feedback and Presentation' policy across the school, focusing on giving high quality feedback immediately during lessons. This will reduce teacher's workload and allow more time to adapt lessons to match the needs of each class.	Feedback Very high impact for very low cost based on extensive evidence. +6	1 2 3
To develop continuous provision across Key Stage 1 (Year 1 in the first instance) to provide independent opportunities for children to further embed their growing knowledge and skills.		1 2 3 4

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

Budgeted Cost: £15,315.80

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 13 children across the school (to top up the school-led tutoring fund).	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	1 2 3
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 +7 Social and emotional learning Moderate impact for very low cost based on very limited evidence +4	1 2 3 5 6 7
To provide 1:1 and small group SEMH interventions across MIS. Inclusion Manager to work with Together Schools Inclusion Manager to purchase/develop an SEMH assessment tool. To work alongside SRB Lead Teacher to create SEMH intervention packages across MIJS.	Metacognition and self-regulation Very high impact for very low cost based on extensive evidence +7 Behaviour interventions Moderate impact for low cost based on limited evidence +4 Social and emotional learning Moderate impact for very low cost based on very limited evidence +4	1 2 3 4 5
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. +4 Phonics Moderate impact for very low cost, based on very extensive evidence. +4 Individualised instruction Moderate impact for very low cost based on limited evidence +4	1 2 3 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 4
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	1 2 3 4

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: • Daily one to one reading for identified children • 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, including NELI and Speechlink • Identified and targeted Teacher Led Interventions		1 2 3 4 5 6

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

Budgeted Cost: £4,379.20

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To implement further reading for pleasure opportunities and a revamped reward system to encourage further reading at home and develop a love of reading for all children.		1 2 3 4
To provide subsidised school visits (50% cost) for all Pupil Premium children.		4 5 6 7
To provide subsidised and free breakfast and after school club for identified Pupil Premium children to support with morning routines and school attendance.		4 5 6 7
To provide Small Group Music Tuition for one term.		6

To provide parental workshops and Reading Cafes.	Parental engagement Moderate impact for moderate cost, based on moderate evidence. £ £ £ £ £ +3	7
To provide confidential support for parents through identified time within the Safeguarding practitioners timetable, including the development of parent pop in sessions.		4 7
To provide parent 'open mornings' and weekly morning reading sessions for parents to engage further in school life and continue to support their children's education		7
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		1 2 3 4 5 6 7
To continue regular transition work with Pebbles PreSchool to ensure a smooth transition into school.		

Total Budgeted Cost: £25,662.90

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.

Both our internal and external assessments in Key Stage One during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous years in Reading, Writing and Mathematics as well as being lower than national expectations for disadvantaged pupils across the expected standard. Our Year 2 disadvantaged pupils achieved higher than national expectations for Greater Depth in both Reading and Maths. The disadvantaged children in the Early Years Foundation Stage achieved higher than their non-disadvantaged peers, with 75% achieved a Good Level of Development, compared to only 52.2% of non-disadvantaged children.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, 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 impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as Google classrooms.

Attendance in 2021/22 for disadvantaged pupils was 92.44%, which was lower than in the preceding year of 95.06% in 2020/21 and 94.64% in 2019/20 (pre-covid). The gap between pupil premium attendance and all pupils attendance reduced during 2021/22 to only 0.28%, however the overall attendance for all groups of learners was below that expected nationally. The difference in the percentage of persistent absence also reduced last year to only 2.7%, however again this was significantly above national expectations for all groups of learners. This is why attendance is a continued focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally Provided Programmes

Programme	Provider
Beanstalk Reading Support	Beanstalk Education

Service Pupil Premium Funding (Optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Externally Provided Programmes (Optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.