School Name

Pupil Premium Strategy Statement

2024-25



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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.

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School Overview

Detail	Data
School Name	Mundesley Infant School
Number of Pupils in School	70
Proportion (%) of Pupil Premium Eligible Pupils	22.85%
Academic Year/Years that our current pupil premium strategy plan covers	2024-2025
Date this plan was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sophie Bugg
Pupil Premium Lead	Sophie Bugg
Governor Lead	Laura Gatward

Funding Overview

Detail	Data
Pupil Premium funding allocation this academic year	£26866.67
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total Budget for this academic year	£26866.67

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 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	Details of Challenge
1	**Developing Early Reading, Decoding and Fluency by the end of Year 2.** Evidence from assessments, observations, and pupil discussions indicates that disadvantaged pupils face more significant challenges with decoding and fluency. This is reflected in both internal data collated through phonics assessment and also the Year 1 phonics screening which showed that 40% of disadvantaged pupils did not meet the expected standard. 22.22% of Year 2 Phonics Resits were disadvantaged pupils where 50% met the expected standard.
2	**Social, Emotional and Behavioural Challenges** The engagement and behaviour of some disadvantaged pupils are hindered by social, emotional, and economic barriers. These factors impede the accelerated progress necessary to close attainment gaps and can result in lower participation and focus in classroom settings.
3	**Reduced Access to Enrichment Opportunities** The school's coastal rural location limits access to extracurricular and enrichment activities, disproportionately affecting disadvantaged pupils. These activities are essential for fostering broader educational engagement, confidence, and aspiration.
4	**Parental Engagement and Aspirations** Low levels of parental engagement and aspiration further hinder the progress of disadvantaged pupils. A lack of involvement in their children's education and reduced academic ambition can create additional barriers to learning and progress.

Part A: Pupil Premium Strategy Plan

Challenges

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

Challenge Number	Details of Challenge
5	**Attendance** Attendance remains a significant challenge for disadvantaged pupils. The Department for Education (DfE) emphasises that *"good attendance is essential for pupils to achieve their full potential"* and highlights its strong correlation with improved academic outcomes and personal development. In the 2023/24 academic year, overall attendance for disadvantaged pupils was 92.69%, compared to 95.69% for non-disadvantaged pupils. This means there is a 3% gap between the two groups, indicating that disadvantaged pupils are, on average, missing more school days. For disadvantaged pupils, 17.4% were persistently absent (missing 10% or more of school days). This figure is significantly higher compared to 11.3% for non-disadvantaged pupils. This 6.1% difference suggests that a larger proportion of disadvantaged students are consistently missing school. This figure not only limits their access to high-quality teaching but also disrupts continuity in learning, making it harder to close attainment gaps.

2021-2022				2022-2023				2023-2024			
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
92.44%	92.72%	23.5%	20.8%	93.51%	94.87%	15%	8.9%	92.48%	95.69%	17.4%	11.3%

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.

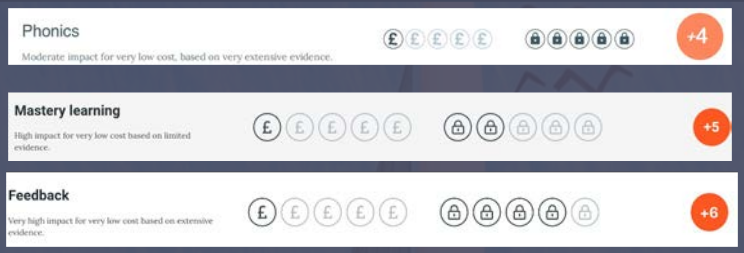
Intended Outcome	Success Criteria
By the end of Year 2, disadvantaged pupils will develop secure early reading skills, including decoding and fluency, enabling them to read age-appropriate texts with confidence and understanding.	• Disadvantaged pupils meet or exceed age-related expectations in phonics screening and reading assessments by the end of Year 2. • Pupils demonstrate improved fluency, reading with accuracy, appropriate pace, and expression. • Pupils can confidently decode unfamiliar words using phonics strategies. • Regular monitoring shows consistent progress in reading skills, including decoding and comprehension. • Increased engagement with reading activities, including participation in guided reading and independent reading sessions. • Targeted interventions (e.g., phonics support) show measurable impact, with pupils making accelerated progress. • Parent/carer engagement improves, supporting reading practice at home
Disadvantaged pupils will have greater access to emotional and behavioural support, fostering better classroom engagement and overall well-being.	• A reduction in incidents of disruptive behaviour among disadvantaged pupils as tracked through behaviour logs. • Improved engagement and focus in classroom activities, as reported by teachers and observed in lesson visits. • Increased participation in social and emotional interventions, with measurable progress in pupil confidence and resilience.
Disadvantaged pupils will have equitable access to extracurricular and enrichment activities, fostering personal development, confidence, and aspiration.	• Participation rates of disadvantaged pupils in extracurricular activities will increase to match those of their non-disadvantaged peers. • Pupil voice feedback will reflect higher levels of enjoyment and motivation linked to enrichment opportunities. • Evidence of improved aspiration and engagement across academic and non-academic domains.
Greater parental involvement in their children's education will support improved pupil outcomes and raise aspirations.	• Attendance at parental workshops, meetings, and events will increase by 20% among families of disadvantaged pupils. • Feedback from parents will indicate greater understanding and involvement in supporting their child's learning. • A rise in the proportion of disadvantaged pupils expressing high aspirations for their future education and career
Attendance rates for disadvantaged pupils will improve, closing the gap with their non-disadvantaged peers and ensuring better access to learning.	• Overall attendance for disadvantaged pupils will be inline with with non-disadvantaged pupils by the end of the academic year. • The gap in persistent absence rates between disadvantaged and non-disadvantaged pupils will decrease by at least 10%. • Improved attendance trends for disadvantaged pupils will correlate with enhanced academic progress and reduced knowledge gaps.

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: See next page

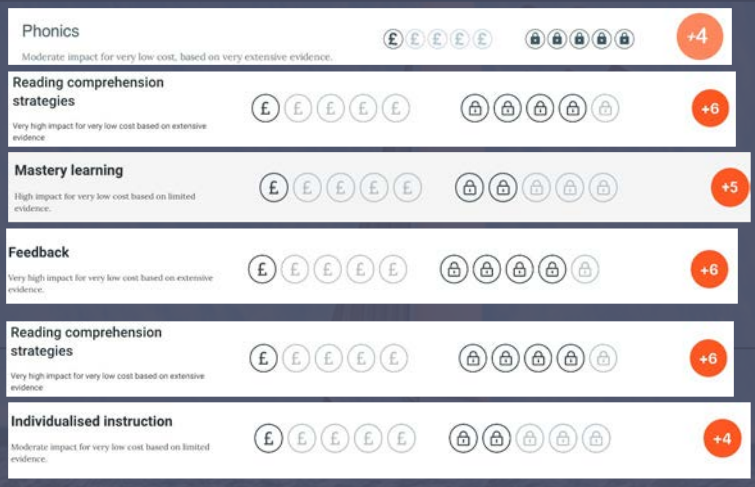
Activity	Evidence that supports this approach	Challenge Number(s) Addressed
Provide comprehensive training sessions for all teaching staff and support staff on the Little Wandle Phonics Programme to ensure consistent, high-quality delivery. Organise follow-up workshops and peer observations to embed best practices and address any challenges.		1
Deliver targeted training for Year 1 teachers and teaching assistants to effectively deliver phonics screening checks and identify pupils who need additional support.		1
Review and adjust class timetables to ensure teachers read with children 3 times per week to develop fluency, prosody, and comprehension.		1
To purchase high quality texts for English and Guided Reading sessions that are centred around each topic and linked to the four-year rolling curriculum.		1
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.		1, 2

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: £13,788

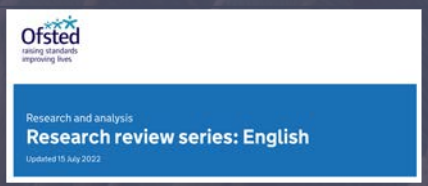
Activity	Evidence that supports this approach	Challenge Number(s) Addressed
Purchase high-quality Little Wandle phonics books and fluency books to ensure pupils access fully decodable texts aligned with their phonics understanding. Implement a system to regularly monitor and update book resources based on pupil progress and need.		1
To continue to use Lexplore in Year 2 to assess all children's reading age and identify those children who require reading intervention.		1

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

Budgeted Cost: £5,606.67

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To provide 1:1 and small group SEMH interventions across EYFS and Key Stage One.		2
To provide targeted children with 'Daily Keep Up' phonics sessions; ensuring children's progress is monitored every 3 weeks. Provide training to teaching assistants to deliver this.		1
To provide intensive in class small group and 1:1 support daily during English, phonics, Mathematics, and Spelling for identified children across EYFS and Key Stage One.		1, 2
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.		2
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:		1, 2, 3
• Daily one to one reading for identified children		
• 1:1 or group 'Daily Keep Up' phonics support working below or towards the expected standard		
• Small group and 1:1 reading fluency comprehension support.		
• Small group and 1:1 Speech and Language interventions, including Talk Boost		

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

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To provide subsidised school visits (50% cost) for all Pupil Premium children.	 	3, 4, 5
To provide subsidised and free breakfast and after school club for identified Pupil Premium children to support with morning routines and school attendance		3, 4, 5
To provide Small Group Music Tuition for one term.		4, 5
To provide parental workshops and Reading Cafes. To provide confidential support for parents through identified time within the Safeguarding practitioners timetable, including the development of parent pop in sessions. To provide parents with 'open mornings' to showcase books.		1, 4, 5
To support children's future aspirations by providing a careers fair.		3, 4
To develop reading for pleasure with the use of the Mundesley Merit Shop to support positive reading.	 	1, 3, 4

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

Budgeted Cost: £7,472

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To continue to use a range of strategies to support children's attendance at school. - £10 a week given to the class with the highest attendance - Continue to use the LA revised attendance policy to support attendance - Weekly head of school monitoring attendance data and contacting parents whose child's attendance is causing a concern - Attendance letters to be shared with parents including alerting parents to attendance percentages of their child, celebrating improvement of attendance and putting in place initial support meetings for those children who are not attending school well.		1, 2, 3, 4, 5
To support transition from nursery to Mundesley Infant School through facilitating transition activities throughout the academic year.		3, 4, 5

Total Budgeted Cost: £26866.67

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.

Our pupil premium initiatives have made a measurable difference in supporting disadvantaged pupils this year. Key highlights include:

Academic Progress:
Attainment data shows significant progress in phonics, with 81% of pupils meeting the expected standard. Internal assessments highlight that while more children developed a stronger understanding of phonics, fluency remains an area for improvement this academic year.

Enrichment and Inclusion.
All pupil premium pupils were given access to school trips and sporting events, ensuring equitable opportunities for enriching experiences.
Furthermore, free access to after-school clubs was offered to all disadvantaged pupils, resulting in high participation levels and broadening their engagement in extracurricular activities.

Social, Emotional, Mental Health Support
Observations and behavioural incident logs demonstrated a clear reduction in SEMH needs, as reflected in fewer instances of harmful or challenging behaviours. A staff survey reported increased confidence in addressing behavioural needs, while pupil feedback confirmed that children felt safe, supported, and included within the school environment.

Attendance:
Data from 2023/24 indicates overall attendance for disadvantaged pupils stood at 92.69%, compared to 95.69% for their non-disadvantaged peers, revealing a 3% gap. Persistent absence for disadvantaged pupils was significantly higher at 17.4%, compared to 11.3% for non-disadvantaged pupils.
Internal data shows that targeted support offered to parents has led to improvements in attendance, but further work is needed to close this gap and ensure all pupils benefit from consistent learning opportunities.

External Provided Programmes

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.

Programme	Provider
Reading	Beanstalk

Service Pupil Premium Funding (Optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our service pupil premium allocation for the last academic year was strategically used to support the unique needs of children from service families, ensuring their emotional well-being, academic progress, and sense of stability. The funding was allocated as follows: 1. Academic Support: To address any potential learning gaps, funding was used to provide additional small group intervention in core subjects such as phonics, writing and maths. This targeted support helped ensure that service pupils received extra support where needed. 2. Training for Staff: A key part of our strategy was to upskill our staff, enabling them to better support pupils in class. This involved targeted professional development focusing on strategies to support children with social, emotional, mental health need, including therapeutic model for understanding and respond to pro social and anti social behaviours.
What was the impact of that spending on service pupil premium eligible pupils?	**Academic Support:** The additional small group interventions in core subjects like phonics, writing, and maths have led to improvements in the performance of pupils. These targeted sessions ensured that pupils received the extra support they needed to address learning gaps, which in turn helped boost their confidence and engagement with learning. **Training for Staff:** Upskilling staff through targeted professional development has had a direct impact on the quality of support provided to pupils. The training, which focused on strategies for addressing social, emotional, and mental health needs, helped staff better understand and respond to the unique challenges these pupils face. By implementing therapeutic models and learning how to manage both prosocial and antisocial behaviours effectively, staff were able to create a more supportive and inclusive classroom environment. This has been reflected in improved pupil well-being, reduced incidents of behavioural challenges, and a greater sense of stability for pupils.

Further Information (Optional)

Measure	Details
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.	