Mundesley Infant School

Pupil Premium Strategy Statement

2025-26



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.

AIM

Federation of Schools

Aspire | Improve | Master

School Overview

Detail	Data
School Name	Mundesley Infant School
Number of Pupils in School	67
Proportion (%) of Pupil Premium Eligible Pupils	(10 PP & 1 PP+)
Academic Year/Years that our current pupil premium strategy plan covers	2025-2026
Date this plan was published	December 2025
Date on which it will be reviewed	July 2025
Statement authorised by	Claire Pateman
Pupil Premium Lead	Abigail Carter
Governor Lead	School Effectiveness Governor

Funding Overview

Detail	Data
Pupil Premium funding allocation this academic year	£24,170.42
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total Budget for this academic year	£24,170.42

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.

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 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.	Children are offered and take up a wide range of lunchtime and afterschool clubs, educational visits and in-school visitor experiences.
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

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:

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.		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

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

Budgeted Cost:

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
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.	**Phonics** Moderate impact for very low cost based on extensive evidence. +5	
To support pupils through the use of colour monsters work and interventions, sensory breaks and daily check-ins. Seeking advice where appropriate regarding reduced timetables and supportive provisions such as SEMH SRB placements.	**Metacognition and self-regulation** High impact for very low cost based on extensive evidence. +8 **Social and emotional learning** Moderate impact for very low cost based on moderate evidence. +3	2
Children are offered and take up a wide range of lunchtime and afterschool clubs, educational visits and in-school visitor experiences.	**Physical activity** Low impact for very low cost based on extensive evidence. +2 **Arts participation** Moderate impact for very low cost based on moderate evidence +3	3
Improved parental engagement at parent events, cafés and showcase events.	**Parental engagement** Moderate impact for very low cost based on extensive evidence. +4	4

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

Budgeted Cost:

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.	 	1,3,4
To better support transition from nursery to Mundesley Infant School through facilitating transition activities throughout the academic year.	Hyperlink: EEF - PSED Summary	2, 3,4

Total Budgeted Cost: [insert sum of 3 amounts stated above]

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.

In the 2024/25 Pupil Premium Strategy, our aim was to increase the proportion of disadvantaged pupils achieving secure early reading skills including decoding and fluency enabling them to read age-appropriate texts with confidence and understanding. Our Y1 pupil premium pupils achieved 100% in their Y1 phonics assessment.

Pupil premium pupils engaged with learning but there are SEMH needs which require further support.

Pupil premium pupils are still attending fewer extra curricular clubs than their non-disadvantaged peers which requires further monitoring.

Attendance rates for the academic year 2024/25 for disadvantaged pupils was below the national average.

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
N/A	

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

Further Information (Optional)

Measure	Details
N/A	