**Pupil Premium Strategy Statement and Review – Term 1 2023-24**

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| **1. SUMMARY INFORMATION** | | | | | | | |
| **School: Mundella Primary School** | | | |  | | | |
| **Academic Year** | **2023-24** | | **Total PP Budget** | **£135,315** | | **Date of most recent PP Review** | **T1 2023-24** |
| **Total Number of Pupils** | **171** | | **Number of pupils eligible for PP** | **91 (69%)** | | **Date for next internal review of this strategy** | **Summer 2024** |
| **2. CURRENT ATTAINMENT** | | | | | | | |
| **Year Group** | | **% On Track Achieving Expected**  **R/W/M PP (XPP)** | | **Pupils eligible for PP**  **Total 91** | Pupils not eligible for PP  Total 75 | | |
| **R (18)** | |  | | **4** | 13 | | |
| **1 (17)** | | **37.9 (44.4)** | | **7** | 9 | | |
| **2 (29)** | | **40.7 (41.7)** | | **18** | 11 | | |
| **3 (27)** | | **60 (71.4)** | | **13** | 13 | | |
| **4 (20)** | | **53.3 (72.7)** | | **12** | 7 | | |
| **5 (30)** | | **41.9 (63.6)** | | **17** | 12 | | |
| **6 (31)** | | **45.2 (44.4)** | | **20** | 10 | | |
| **KS2 achieving expected attainment Combined W/R/M** | | **46.9 (33.3)** | |  | |  | |

Low numbers in classes and high numbers of Pupil Premium exaggerate the percentages and differences between groups.

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| **3. BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP INCLUDING HIGH ABILITY) and 4. OUTCOMES** | | |
| **In-school barriers (issues to be addressed in school, such as poor literacy skills)** | **Desired outcomes and how they will be measured** | **Success criteria** |
| A. Many pupils have either not attended a pre-school setting or a poor quality provision, meaning pupils are starting at much lower starting points. | Transition into the school will be robust and engaging to ensure pupils and parents are well supported. | Transition will be successful and smooth. |
| B. Many pupils have not had opportunities to build life stories by visiting a range of experiences to enhance learning. | Pupils will engage in a creative curriculum, with opportunities for outdoor learning, and additional provision as required. Pupils can access high quality intervention to diminish the difference. | Children will be in line with non PP peers. |
| C. Many pupils do not have readiness for learning power and are not resilient to take on new challenges and persevere. | Pupils will have a range of strategies to enable them to manage their emotional wellbeing. Increase emotional resilience and readiness to learn and persevere. | Children will be happy learners, with less ‘Red’ behaviour. |
| **External barriers (issues which also require action outside school, such as low attendance rates)** | **Desired outcomes and how they will be measured** | **Success criteria** |
| D. Attendance can hamper the progress made as the child is not in school to learn. | Pupils will attend school regularly. | Attendance will be above 95% for PP children\* |
| E. High mobility of children can often mean children are not settled and have been to many schools. | Increased transition and hub working. SLT to be involved in all transitions. | Children will have clearer transition into school to make more rapid progress. |

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| **5. PLANNED EXPENDITURE** | | | |
| **Academic Year: 2023-2024** | **Pupil Premium Projected Expenditure 2023-24** | | |
|  | | **Total Allocation £135,315** | |
| SLT Member Pupil Premium Attainment (LW) | £22,000 |
| Attendance Initiatives and Staffing (MN) | £6,000 |
| Phonics and Reading | £25,000 |
| OLE and Educational Visits | £24,000 |
| Speech and Language | £6,000 |
| Little Wandle Phonics Programme | £3,300 |
| HLTA / FLO Support (CG) | £33,000 |
| Nurture / Behaviour Initiatives | £3,000 |
| Drama Enrichment | £6,000 |
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| Contingency (5%+) | £7,015 |

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| **Priority 1 - Embed nurture approach and pastoral strategies to ensure all learners can reach their full potential.** | | | | | |
| **Desired Outcome** | **Chosen Action/Approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff Lead** | **When will you review implementation?** |
| Diminish the attainment difference between PP and all pupils, and see more PP pupils achieving in line with age related expectations (particularly EYFS) | Employment of highly qualified staffing to include:   * HLTAs * Phonics/Reading Lead * Nurture support staff. * FLO * TA Targeted interventions * DHT Lead of PP provision | High Quality staff can increase learning opportunities by provided more precisely targeted support. | Teaching and Learning monitoring cycle.  Progress of PP children. | L Wharmby- DHT | July 2024 |
| **Total budgeted cost:** | | | | | £95,315 (over 1 and 2) |

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| **Priority 2 - Targeted Support to make rapid progress.** | | | | | |
| **Desired Outcome** | **Chosen Action/Approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff Lead** | **When will you review implementation?** |
| Our nurturing culture promotes that children who access support (via VSTA), re integrate successfully back into class and maintain readiness for, and lose less, learning. | Increased provision .  Culture of Champions.  Subsidised breakfast club. | Effective use of nurture strategies promotes calmer pupils and more rapid reintegration. | We are the Champions theme for training at start of the year.  Teaching and monitoring cycle.  Boxall profile  Red zone behaviour log (to be reviewed this year). | HLTAs and DHT | July 2024 |
| Children will be more confident readers and improve their comprehension and fluency | Reading / Phonics high quality teaching.  Engaging topic related texts. | Reading progress on Sonar.  Accelerated Reader Outcomes. | Scrutiny of reading progress, discussion with team members through PPMs. | DHT and PLs | July 2024 |
| **Total budgeted cost:** | | | | | £95,315 (over 1 and 2) |
| **iii. Other Approaches** | | | | | |
| **Desired Outcome** | **Chosen Action/Approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff Lead** | **When will you review implementation?** |
| Children will have more life experiences to enhance learning creatively | Subsidised trips and OLE Initiative  (Outdoor Learning and Enrichment). | Ongoing observations.  Pupil voice. | To see children use new found experiences within their learning. | L Paez – DHT  J Evans – OLE | July 2024 |
| Children will be in school for over 95% of the school year | Attendance Incentives.  Focussed work with target families. | Termly Attendance Returns  Reduction in U att | Over seen by FLO/DHT?MN | C Gretton SFLO  L Wharmby DHT  M Neshett Att. Champ | July 2024 |
| **Total budgeted cost:** | | | | | £33,000 |

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| **6. REVIEW OF EXPENDITURE** | | | | | |
| **Previous Academic Year** | | | 2022-23 | | |
| **Desired Outcome** | **Chosen Action/Approach** | **Estimated Impact**: *Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.* | | **Lessons Learned**  *(and whether you will continue with this approach)* | **Cost** |
| **Priority 1**  **Increase of Staff close the gap on Pupil Premium progress.** | Diminish the difference on non PP pupils, and work in line with age related expectations | Maintaining a level of provision appropriate to need has always been a key priority, only achievable through the use of Pupil Premium funding. Low numbers of students diminishes our overall funding but the level of need continues to be significant.  Although our GLD scores do not immediately reflect this picture, we can see a general trend where the difference between FSM pupils and all pupils is smaller than that of countywide figures (even on our KS2 Reading data). | | There is still a mountain to climb however there is already a clear picture of the impact that this continued investment makes over time. | **£82,116**  (over 1 and 2) |
| **Priority 2**  **Targeted Support** | Children who access nurture support (HLTA), re integrate successfully back into class and maintain readiness for learning. | Nurture continues to be fully integrated into the culture of Mundella. Clear communication around strategy and expectations enables us to maintain effective support for pupils who present complexities and challenge (not all conduct). | | Pupil access to our breakfast provision, as well as giving opportunities to target and support academic activities, promotes a good start to the day, allows for emotional check ins and provides opportunities to readjust, divert, support and maintain healthy emotional behavior. This would not be possible without the additional PP funding. |  |
| Children will be more confident readers and improve their comprehension and fluency | Reading continues to be a priority as we believe it is the key to significant portions of learning and life opportunities. The significant and continued investment in high quality materials, across the entirety of our strategies, has very much made Mundella a ‘Reading School’. | | We hope to see continued growth in reading attainment that will maintain close levels to those that we saw from KS2 this year. |  |
| **Other Approaches** | Children will have more life experiences to enhance learning creatively | OLE, unsurprisingly, continues to be a popular part of the timetable for pupils and staff alike. The focus, this year, on elements of Design Technology has provided a level of consolidation that enables the team to connect their programme with greater clarity to the broader curriculum in school. | | We continue to review the impact of OLE but maintain that it allows pupils, in a safe, engaging and well-resourced environment, to explore how they learn as well as what they learn.  Timetabling of OLE also allows class teachers to target focused support towards the group that remain in class. | **£26,500** |
| Children will be in school for over 95% of the school year | Attendance continues to be ever challenging. There are clear groups of families from which significant detrimental contribution to class and school figures comes. | | The following year will see us target those groups further and, at the very least, collect a validated body of evidence that reflects the situation and our actions. |