

## Pupil Premium Strategy Statement and Review – Term 2 2022-23

1. SUMMARY INFORMATION					
School: Mundella Primary School					
Academic Year	2022-23	Total PP Budget	£135,078	Date of most recent PP Review	T2 2022-23
Total Number of Pupils	171	Number of pupils eligible for PP	100 (58.4%)	Date for next internal review of this strategy	Summer 2023
2. CURRENT ATTAINMENT (T2 22-23)					
Year Group	% On Track Achieving Expected R/W/M PP (XPP)	Pupils eligible for PP Total 100	Pupils not eligible for PP Total 71		
R (17)	50 (31.2)	5	12		
1 (21)	41.7 (44.4)	12	9		
2 (24)	41.7 (41.7)	12	12		
3 (20)	61.5 (71.4)	13	7		
4 (28)	47.1 (72.7)	17	11		
5 (30)	42.1 (63.6)	19	11		
6 (31)	27.3 (44.4)	22	9		
KS2 achieving expected progress Combined W/R/M (2021/22)	(71.4%) 15/21 (data missing or new to UK)				

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

<b>3. BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP INCLUDING HIGH ABILITY) and 4. OUTCOMES</b>		
<b>In-school barriers (issues to be addressed in school, such as poor literacy skills)</b>	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
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.
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
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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**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 difference on non PP pupils, and work in line with age related expectations	Employment of highly qualified staffing to include: <ul style="list-style-type: none"> <li>• HLTAs</li> <li>• Phonics/Reading Lead</li> <li>• Nurture support staff.</li> <li>• FLO</li> <li>• TA Targeted interventions</li> <li>• DHT Lead of PP provision</li> </ul>	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 2023
<b>Total budgeted cost:</b>					£96,300 (over 1 and 2)



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?
Children who access nurture support (HLTA), re integrate successfully back into class and maintain readiness for learning.	Increased provision  Subsidised breakfast club	Boxall profiles	Teaching and monitoring cycle. Boxall profile Red zone behaviour log (to be reviewed this year).	HLTAs and DHT	July 2023
Children will be more confident readers and improve their comprehension and fluency	Reading / Phonics high quality teaching.	Reading progress on target tracker  Accelerated Reader Outcomes	Scrutiny of reading progress, discussion with team members through PPMs.	DHT and PLs	July 2023
<b>Total budgeted cost:</b>					£96,300 (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	To see children use new found experiences within their learning. Progress is all subjects.	L Paez – DHT J Evans – OLE	July 2023
Children will be in school for over 95% of the school year	Attendance Incentives	Termly Attendance Returns	Over seen by FLO/ DHT	C Gretton SFLO Wharmby DHT	July 2023
<b>Total budgeted cost:</b>					£32,000

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## 6. REVIEW OF EXPENDITURE

Previous Academic Year		2021-22		
Desired Outcome	Chosen Action/Approach	Estimated Impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons Learned <i>(and whether you will continue with this approach)</i>	Cost
<b>Increase of Staff close the gap on Pupil Premium progress.</b>	Close the gap on non PP pupils, and work in line with age related expectations	Pupils did not close the gap enough on their peers. Whilst attainment has improved there needs to be a more consistent pattern for PP children.	This will remain a focus with maintaining and supporting leadership team and the range of HLTAs across each phase.	<b>£82,116</b> (over 1 and 2)
<b>Targeted Support</b>	Children who access nurture, re-integrate successfully back into class and maintain readiness for learning.	On the whole pupils managed to transition back to class, but academically the gap was not significantly narrowed mainly due to lost learning time.	Although nurture has significantly supported improvements in behaviour we need to continue the development of an academically focused nurture support that is based around phases and less out of the classroom in mixed ages.	<b>£82,116</b> (over 1 and 2)
<b>Other Approaches</b>	Subsidised trips and OLE Initiative (Outdoor Learning and Enrichment)  Attendance Incentives	OLE continues to be a positive initiative that both supports the broader core skills of pupils and enables focussed support in class.  Attendance remains stubbornly below Kent average.	OLE will become more focussed in terms of one main subject theme in order to maximise curriculum coverage and teaching skills.  Attendance continues to be an ongoing issue. A small number of poor attenders make a big difference. We will put more money into supporting this in the next year.	<b>£26,500</b>

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