

Pupil premium strategy statement – Mundella Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lauren Wharmby
Pupil premium lead	Lauren Wharmby
Governor / Trustee lead	Carol Gretton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£145,440

Part A: Pupil premium strategy plan

Statement of intent

At Mundella, we want to ensure all pupils have access to high quality education, with no gaps in opportunity due to disadvantage. All pupils will have the same high expectations demonstrating;

- Good attendance
- Opportunities to develop personal aspirations
- Social and emotional development
- Good academic outcomes from their starting points.

We aim to ensure pupils are supported on an individual, small group and class level, to have access to the things they need. This will look different for different pupils, therefore it is important to treat each pupil individually.

The 2024-2027 school improvements priorities are:

1	Overarching priority: ~ Improve combined attainment to be broadly in line with National Expectations.
2	Overarching priority: ~ Improve whole school attendance to be broadly in line with national expectations for all groups.
3	Overarching priority: - Establish consistent practice in assessment, marking/feedback, and adaptive teaching across all staff. - Review the impact of interventions
4	Overarching priority: ~ Improve pupil numbers ~ Engage in local community events
5	Overarching priority: ~ To improve outcomes for all disadvantaged groups to be in line with National expectations, and the pupils long term outcomes
6	Overarching priority: - To improve the number of children achieving a GLD at the end of EYFS and the number of children passing the Phonics assessment in Year 1.

Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	<p>Attendance for disadvantaged groups is below the required standard of 95%.</p> <p>At the end of 2022-23, attendance for pupil premium pupils was 88.8%. Whole school attendance was 93.3%</p> <p>At the end of 2023-24, attendance for pupil premium pupils was 89.5%. Whole school attendance was 91.4%</p> <p>At the end of 2024-25, attendance for pupil premium pupils was 90.1%. Whole school attendance was 91.4%</p> <p><i>National average in 2024 was 95.7%</i></p>
2	<p>Early years children arrive with low starting points, and this affects the curriculum intent and implementation.</p> <p>Early screening of children's development when they join us show that; 2023 of all pupil are working below expected standard 78% 2024 of all pupils are working below expected standard 73% 2025 of all pupils are working below expected standard 70%</p> <p>One of the measures used at the end of Early Years is GLD (Good Level of Development). GLD in 2023 was 35% GLD in 2024 was 55% GLD in 2025 was 33%</p> <p><i>National average in 2024 was 68%</i></p>
3	<p>Pupils with lower starting points than peers often have larger gaps, and need specific teaching in Reading and Maths.</p> <p>Phonics (end of year 1 data) 2023 Phonics Year 1 was 39% 2024 Phonics Year 1 was 61% 2025 Phonics Year 1 was 64%</p> <p><i>National average in 2024 was 80%</i></p> <p>2023 Phonics Retakes 25% 2024 Phonics Retakes 59% 2025 Phonics Retakes 22%</p> <p><i>National average in 2024 was 55%</i> (Pupils who do not pass the phonics in year 1, re-sit this is year 2.)</p> <p>Key Stage Two combined (Reading, Writing and Maths) SATs results 2023 47% 2024 30% 2025 56% <i>National average in 2024 was 64%</i></p>
4	<p>Pupils with SEND and/ or disadvantage, show higher needs in Social, Emotional and Mental Health.</p> <p>Provisions to support learners help pupils focus on learning, and support good attendance.</p>
5	<p>Disadvantaged pupils need additional opportunities to create life skills and experience to enrich their understanding of the world.</p> <p>This includes building self esteem and creativity.</p>

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
Attendance will have improved across the school for all groups.	The gap for disadvantaged and non disadvantaged pupils will have closed.
Pupils will receive high quality teaching and intervention, with a particular focus on Reading and Maths.	Outcomes for disadvantaged pupils will have improved, with more pupils reaching age related expectations.
Pupils will feel happy and safe at school.	SDQ and observation scores will indicate and increase in wellbeing for pupils with SEMH. Pupils will be able to talk about experiences they have encountered, which have improved their knowledge and skills.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 62,042

Activity	Evidence that supports this approach	Challenge number (s) addressed
Senior Mental Health curriculum	£500 High quality good mental health and wellbeing in schools, especially following pandemic lockdowns, is vital to enable all pupils to access their curriculum and reach their full potential. Strategic development and effective professional development for all staff impacts on all pupils and supports the schools inclusive ethos leading to best outcomes for all learners. https://www.gov.uk/guidance/mental-health-andwellbeing-support-in-schools-and-colleges Introduce My Happy Minds	4
Maths Mastery Training	£1000	3

Leadership Responsibilities and Assessment Tracking	£22,992 Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. https://epi.org.uk/publications-and-research/effects-highquality-professional-development/	3, 4
Curriculum Leadership Programme to enhance Quality First Teaching in all subjects is consistent.	£7500 Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. https://epi.org.uk/publications-and-research/effects-highquality-professional-development/	2, 3
Recruitment on Support staff to allow access to curriculum for all	£25,000 Supporting children effectively with online learning activities and opportunities linked to their classroom curriculum can further support progress. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/covid19/Exemplifying_findings_from_EEF%E2%80%99s_rapid_evidence_assessment_on_remote_learning.pdf?v=1733879422	
TA Training Programme and recruitment of additional support	£4,550 High-quality CPD for teachers and teaching assistants has a significant effect on pupils' learning outcomes – Quality First Teaching strengthened through professional development of Mainstream Core Standards. https://www.kent.gov.uk/education-and-children/specialeducational-needs/send-strategy/send-mainstream-corestandards	
SEND assessment Tracker	£500 Evidence for Learning-	4

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

Budgeted cost: £ 34752

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Interventions for KS1 and KS2 pupils	£4719 Early identification and bespoke provisions impact on pupils accessing all curriculum leading to best possible outcomes for all learners Evidence demonstrates that early acquisition of speech & language skills impacts positively outcomes for all pupils across the curriculum. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions	2, 3
Phonics Interventions	£4719	2, 3

	Early identification and bespoke provisions impacts on pupils accessing all curriculum leading to best possible outcomes for all learners https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions	
Leadership tutoring and intervention	£25314	3

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

Budgeted cost: £ 48646

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drama and Trip enrichment	£4996 (Shows) £821 (Museum) £2000 (trips) Improved cultural capital opportunities impacts on pupils' first-hand experiences, enables wider vocabulary development, improves communication especially speaking and writing https://www.earlyeducation.org.uk/cultural-capital	4, 5
Attendance focus with HT/ Admin Manager and FLO	£5215 £12825 £8420 Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement	1
SEMH Interventions	£2500 Quality-first teaching principles in class impact directly on children accessing all their curriculum. Support families to ensure all children are fed and clothed, enabling pupils to have improved wellbeing allowing them to access their curriculum.	4
Breakfast tennis	£760 Improved cultural capital opportunities impacts on pupils' firsthand experiences, enables wider vocabulary development and improves communication, especially speaking and writing. https://www.early-education.org.uk/cultural-capital	1, 4,5
Additional Breakfast Club support	£1149 £1450	
Breakfast club and board	£510 Improved cultural capital opportunities impacts on pupils' firsthand experiences, enables wider vocabulary development and improves	4.5

games initiative	communication, especially speaking and writing. https://www.early-education.org.uk/cultural-capital	
SENCO Support and Training	£8000 SENCO and assistant will work with SENCo to support children and families, especially those from disadvantaged backgrounds, to enable them to reach their full potential. https://educationendowmentfoundation.org.uk/news/eefblog-the-role-of-the-sendco-in-developing-teaching-practice	4, 5

Total budgeted cost: £ 145,440 (2025)



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>Strategy for 2024-2025</u>	<u>Outcome Review</u>
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.	<p>Preschool is now open and providing high quality EYFS for up to 15 children a session.</p> <p>The Assistant Head teacher is an highly experienced EYFS teacher and is teaching in EYFS and preschool manager.</p> <p>School have a robust transition plan to ensure children settle and learning begins rapidly.</p>
B. Many pupils have not had opportunities to build life stories by visiting a range of experiences to enhance learning.	<p>Pupils engaged in a bespoke curriculum, with opportunities for outdoor learning, and additional provision as required. Pupils accessed high quality interventions.</p> <p>Ensuring trips use the local community as much as possible.</p>
C. Many pupils do not have readiness for learning power and are not resilient to take on new challenges and persevere.	<p>Pupils continue a range of strategies to enable them to manage their emotional wellbeing. Increase emotional resilience and readiness to learn and persevere. My Happy Minds of promoting good mental health strategies. Our FLO continues to offer trauma informed sessions, social intervention. The school appoint a play therapist.</p>
D. Attendance can hamper the progress made as the child is not in school to learn.	<p>Pupils will attend school regularly. Attendance continues to remain consistent and shows small increase. Persistent absence is still a concern although some small improvements seen. Unauthorised absence is increasing through absence and holiday requests.</p>
E. High mobility of children can often mean children are not settled and have been to many schools.	<p>Increased transition and hub working. SLT to be involved in all transitions.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Little Wandle Phonics Training	Little Wandle
Senior Mental Health Lead Training	Creative Education
Speech and Language Therapy	East Kent Hospital Trust
Fluency Bee	White Rose Maths Hub
Widgit	Widgit online
Language and Speech Link	Speechlink
Accelerated Reader	Renaissance
White Rose Premium	White Rose
Evidence for Learning	Evidence for Learning

