



Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery 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.

School overview

Detail	Data
School name	Mundella Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date this statement was updated	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Will Smith
Pupil premium lead	Laura Wild
Governor / Trustee lead	Kate Peake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,745
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£93,745

Part A: Pupil premium strategy plan

Statement of intent

A school which promotes respect and healthy living where everyone feels valued and able to reach their full potential.

Mundella is a school where everyone is welcomed, efforts are valued, ambition is nurtured and where the potential of every child is realised through an exciting and challenging curriculum. We hope to equip all our children with the skills, knowledge and values that will support them throughout life.

The aim of this strategy is to ultimately narrow the gap between the disadvantaged and non-disadvantaged pupils so that they can achieve their full potential. We want all of our pupils to leave school with the ability to access all walks of life and make an active and meaningful contribution to their community.

Our strategy has a variety of initiatives that enable our pupils to access learning whilst developing their personal, social and emotional wellbeing. It is important to us that the children have a sense of belonging in a safe and nurturing environment, whilst receiving high quality teaching and learning experiences that meet their individual needs.

Using the research and guidance from the Education Endowment Foundation, we hope to break down the wide range of barriers that ultimately affect the children's ability to learn and plan to combat these challenges in order to help pupils thrive.

Key Principles

1. To provide high quality teaching and learning opportunities that meet the needs of all pupils
2. To provide targeted support and intervention through small group work that address the gaps identified by class teachers
3. To provide children and their families with support regarding non-academic barriers to school such as attendance, behaviour and mental, social and emotional wellbeing

Challenges

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

Challenge number	Detail of challenge
1.	Progress in phonics, reading, writing and maths
2.	Attendance and punctuality
3.	Children's social, emotional and mental health

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
Progress in phonics, reading, writing and maths improve, narrowing the gap and raising pupil attainment	Percentage of pupils at ARE (Age Related Expectations) and making good progress increases. Children below ARE are making progress against Birmingham Toolkit.
Attendance and punctuality figures improve and are closer to school target	Attendance percentage is in line with whole school target and late marks decrease.
Pupil social, emotional and mental well-being is improved	Children recognise and are able to self-regulate their emotions and manage their triggers.

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: £ 35,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting quality first teaching each half term by PP teacher.	<p>Children's productivity is improved when there are fewer distractions. Focus can also be given and lessons tailored to suit individual children in session. More immediate feedback enables children to better understand where to they need to improve or what they need help with.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1
HLTA or TA in every class for Literacy and Maths, with 1 to 1 support for vulnerable PP pupils where appropriate.	<p>Increased numbers of staff to support vulnerable pupils whilst in class.</p> <p>Targeted pre-teach and post teach support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1, 3
CPD for staff	<p>There are a number of children in school with more complex needs. Staff training in Team Teach, Trauma Informed training, Positive Regard and Zones of Regulation to ensure that children are ready to learn.</p>	1, 2, 3

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

Budgeted cost: £ 18,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly small group sessions in Literacy and Maths, running alongside class sessions.	<p>Structured support for children in a small group to ensure understanding of key concepts has been achieved. Opportunities for more targeted and timely feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1
TT Rockstars - times tables programme Dyslexia Gold	<p>Online computer-based reading/maths programmes with measurable progress and attainment scores.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1
Targeted 'in the moment' Teacher/TA support in class	<p>Identifying gaps and misconceptions as they happen.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,3
1:1 Support: Toe by Toe Literacy Gold Trauma Informed Bucket Time Zones of Regulation	<p>Tailored interventions and targeted planning using the Birmingham Toolkit to support lower attainers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1
Social groups: Language for Behaviour and Emotions	<p>These groups have proved historically successful, children have gained confidence to work as part of a small group and share ideas. This has then been seen to have an impact on children's contributions in classroom</p>	1

Language for Thinking Socially Speaking Self esteem and friendship groups	and has improved their self-esteem and speaking and listening skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 39,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor monitors pupils and follow up quickly on absences. First day response provision via the school office. Home Visits. In School half termly monitoring check. LA meetings half termly. Dedicated Governor.	Children need to be in school in order to achieve their full potential. https://www.bps.org.uk/news-and-policy/behaviour-change-school-attendance-exclusion-and-persistent-absence	1, 2, 3
Rocksteady Music Club <i>Two bursary places awarded and 3 subsidised places</i>	Improved confidence and engagement with school life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 3
Financial assistance offered to support school residential trips. Trips planned throughout the year targeting sports, music and the arts.	Pupils eligible for PP need the opportunity to access all areas of school life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 2, 3
Subscription to CPOMS	Sharing of information to keep pastoral and teaching staff up to date with our vulnerable families ensures that any barriers to learning are known.	1,3

<p>Many targeted interventions in place for identified students.</p> <ul style="list-style-type: none"> • Groups to give emotional support and focus on positive behaviours. • 1:1 Emotional and behavioural support from the Learning Mentor. • Therapeutic play / social groups • Peer Mediators • School Council • Parent drop in sessions • Home visits • Transition work <p>Learning Mentor will engage with parents before specific intervention begins.</p>	<p>Matching interventions to the needs of the pupils has had a more meaningful effect on their well-being and attitude to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3</p>
<p>Pastoral Meetings termly</p>	<p>To discuss our most vulnerable children who have been identified as needing additional support in any of the target areas but with a particular focus on the non-academic strategies in place.</p> <p>Assessment of the provision in place, the impact it is making, alternative provision and next steps are planned out for the children.</p>	<p>1, 2, 3</p>

Total budgeted cost: £ 93,750

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Attendance

	2020/2021	2021/2022	2022/2023	2023/24	2024/2025
School	96.2%	94.2%	95.8%	95.9%	96.4%
Sheffield	94.3%	93.4%	93.4%	94.0%	94.3%
Pupil Premium School	89.5%	91.7%	94%	94.1%	93.4%
Pupil Premium Sheffield	90.6%	91.4%	91%	91.5%	91.2%
National	96.4%	TBC	94%	94.1%	94.5%

2023/24 Attainment

The data shown below gives a representation of what all children at Mundella are achieving in comparison with the national averages and the percentage of what Pupil Premium children are achieving.

Foundation Stage

In Foundation Stage we aim for all children to achieve GLD – a Good Level of Development – across the areas of learning.

	School 2022/23	Pupil Premium 2022/23	School 2023/24	Pupil Premium 2023/24	National 2023/24	School 2024/25	Pupil Premium 2024/25	National 2024/25
Children achieved GLD	83%	50%	66%	31%	68%	79%	100%	69%

Year 1 Phonics Screening

	School 2022/23	Pupil Premium 2022/23	School 2023/34	Pupil Premium 2023/24	National 2023/24	School 2024/25	Pupil Premium 2024/25	National 2024/25
Children passed	87%	75%	85%	86%	79%	68%	36%	81%

Year 2 SATs

	School 2022/23	Pupil Premium 2022/23	National 2023	School 2023/24	Pupil Premium 2023/24	National 2024	School 2024/25	Pupil Premium 2024/2025
Reading expected standard	75%	16%	68%	82%	63%	68%	82%	33%
Reading greater depth	20%	16%	19%	13%	0%	0%	15%	11%
Writing expected standard	75%	16%	60%	75%	63%	67%	72%	33%
Writing greater depth	10%	16%	8%	10%	0%	0%	3%	0%
Maths expected standard	75%	50%	70%	83%	63%	72%	81%	56%
Maths greater depth	13%	16%	16%	18%	0%	0%	7%	0%

Year 6 SATs

	School 2022/23	Pupil Premium 2022/23	National 2023	School 2023/24	Pupil Premium 2023/24	National 2024	School 2024/25	Pupil Premium 2024/25
Reading expected standard	89%	70%	73%	93%	91%	74%	78%	85%
Reading greater depth	34%	20%	29%	43%	33%	28%	30%	15%
Writing expected standard	81%	60%	71%	90%	75%	72%	75%	69%
Writing greater depth	13%	0%	13%	10%	0%	13%	5%	0%
Maths expected standard	86%	70%	73%	92%	75%	73%	83%	85%
Maths greater depth	23%	10%	24%	40%	0%	24%	22%	15%
SPaG expected standard	80%	50%	72%	92%	83%	72%	75%	69%
SPaG greater depth	13%	0%	30%	42%	8%	32%	17%	0%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle Phonics	https://www.littlewandlelettersandsounds.org.uk
TT Rockstars	https://ttrackstars.com/
Positive Handling	https://www.positivehandling.co.uk/
Trauma Informed Training	https://www.traumainformedschools.co.uk/
Positive Regard Training	https://positiveregard.co.uk/