



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	420
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Will Smith
Pupil premium lead	Laura Wild
Governor / Trustee lead	Paul Hirst

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,314
Recovery premium funding allocation this academic year	£8,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£508
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£92,725

## Part A: Pupil premium strategy plan

### Statement of intent

The aim of our strategy for the pupils at Mundella Primary is to ultimately narrow the gap between 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 current 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 is slow, with gaps in learning amplified due to the pandemic
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 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 increases and late marks decrease
Pupil social, emotional and mental well-being is improved	Children recognise and are able to self-manage emotions and 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: £ 39,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting quality first teaching:  Specific small group teaching in English, focussing on phonic knowledge, reading, comprehension and literacy skills delivered by PP teacher	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.	1

HLTA or TA in every class for Literacy and Maths, with 1 to 1 support for vulnerable PP pupils where appropriate.	Increased numbers of staff to support vulnerable pupils whilst in class.  Targeted pre-teach and post teach support.	1, 3
CPD for staff	There are a number of children in school with more complex needs. Staff training in Team Teach, Trauma Informed training and Zones of Regulation to ensure that children are ready to learn.	1, 2, 3

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

Budgeted cost: £ 20,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly small group session in Literacy and Maths, running alongside class sessions.	Structured support for children in a small group to ensure understanding of key concepts has been achieved. Opportunities for more targeted and timely feedback.	1
TT Rockstars - times tables programme Bedrock vocabulary programme Phonics reading scheme for lower attainers	Online computer based reading/maths programmes with measurable progress and attainment scores.	1
Targeted 'in the moment' Teacher/TA support in class	Identifying gaps and misconceptions as they happen.	1,3

1:1 Support	Tailored interventions e.g. VIP, 10 minute phonics with measurable outcomes.	1
Social groups	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 and has improved their self-esteem and speaking and listening skills.	1
Nurture group	Has provided children with confidence to access learning and form solid, trusting relationships with peers and staff in school.	1, 3

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

Budgeted cost: £ 32,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor monitors pupils and follow up quickly on absences. First day response provision. First Day Home Visits. In School half termly monitoring check, LA meetings half termly. Dedicated Governor.</p> <p>PP teacher and Learning Mentor meet regularly each term to monitor and plan provision.</p>	Children need to be in school in order to achieve their full potential.	1, 2, 3
<p>Rocksteady Music Club</p> <p><i>One bursary place awarded</i></p>	Improved confidence and engagement with school life.	1, 3

Financial assistance offered to support residential trips and school visits	Pupils eligible for PP need the opportunity to access all areas of school life	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"> <li>• Groups to give emotional support and focus on positive behaviours.</li> <li>• 1:1 Emotional and behavioural support from the Learning Mentor.</li> <li>• Therapeutic play / social groups</li> <li>• Peer Mediators</li> <li>• School Council</li> <li>• Parent drop in sessions</li> <li>• Home visits</li> <li>• Transition work</li> </ul> <p>Learning Mentor will engage with parents before specific intervention begins.</p>	Matching interventions to the needs of the pupils has had a more meaningful effect on their well-being and attitude to learning.	1,2,3

**Total budgeted cost: £ 92,825**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

#### Levels of confidence, motivation and progress increase in pupils eligible for PP.

At Mundella, teachers have continued to assess children and our final assessments at the end of the 2020/2021 school year for our pupil premium children were as follows:

Reading	Writing	Maths
Below ARE: 45%	Below ARE: 45%	Below ARE: 38%
ARE: 53%	ARE: 53%	ARE: 58%
Above ARE: 2%	Above ARE: 2%	Above ARE: 4%

#### Attendance and punctuality

This data has been significantly impacted by the Covid-19 pandemic. Some of our children's emotional well-being suffered significantly which made returning to school after lockdowns particularly difficult.

### 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
TT Rockstars	<a href="https://trockstars.com/">https://trockstars.com/</a>
Bedrock	<a href="https://bedrocklearning.org/">https://bedrocklearning.org/</a>

