

Pupil Premium Strategy Statement

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

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	North Mundham Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	16.02%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	March 2022 July 2022
Statement authorised by	Zoe Gordon Head teacher
Pupil premium lead	Justin Murray Assistant Head teacher
Governor / Trustee lead	Jeannie Taylor, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36 665
Recovery premium funding allocation this academic year	£1923.75

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	£38 588.75

Part A: Pupil premium strategy plan

Statement of intent

At North Mundham Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. As an inclusive school, our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to remove the soft bigotry of low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not and be aware of high attaining pupils.

Quality first teaching is at the heart of our approach, with a focus on early reading skills and vocabulary development; key mathematical skills to support the broader curriculum and an inclusive, pastoral approach within the school environment. High quality classroom practice is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach to supporting disadvantaged pupils is carefully interwoven into our whole school approach rather than being supplementary. Our intervention approach, data analysis and reviews, staffing timetables, CPD, safeguarding practice, learning walks and observations all support the principles set out in this statement.

The key principles for our strategy are:

✓ Quality first Teaching and where appropriate, additional intervention opportunities are an entitlement for all pupils. No pupil will be left behind.

✓ A high level of literacy, underpinned by a rigorous early reading strategy, is the most important factor in a student being able to access the taught curriculum.

✓ Wide access to cultural and personal capital opportunities is important for the wellbeing, engagement, and happiness of our pupils, which will in turn encourage good attendance and punctuality to school and lessons.

Challenges

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

Challenge number	Detail of challenge
1	Teaching that consistently takes into account the needs of PP students. We have developed a methodology surrounding QFT for all children in school that focusses on the role of the class teacher in attainment for all pupils. With staffing changes, early career teachers etc we are striving to raise awareness through data review meetings, use of recording systems and monitoring of targeted intervention to ensure all children receive the best chance to meet their potential.
2	Low levels of literacy and oracy particularly in PP boys. EEF reports have found that many students have reversed rather than improved their reading levels over the last two academic years due to COVID. This will impact PP students who tend to have less access to books at home.
3	Negative impact on progress caused by poor behaviour and disruption to learning. During this academic year, we are developing our behaviour strategy approach in school to be therapeutic. We have engaged in initial training and have had key staff becoming 'behaviour champions'. This has been an element of INSET as well as support staff meeting and is aimed at improving the behaviour and readiness to learn of our pupils.
4	Access to wider opportunities. With the acknowledgement of evidence to suggest that within our community that children entitled to PPG funding have less opportunity to access wider opportunities we aim to ensure that no child is unable to participate due to financial restrictions.
5	Social, Emotional and Mental Health. Within our school setting there have been a number of children who have experienced or are experiencing difficulties in this area. We are providing through our ELSA support and investment in play therapy as well as the introduction of the Jigsaw curriculum to ensure that all children have needs addressed as they arise.

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
Teaching that consistently takes into account the needs of PP students	The monitoring of teaching of disadvantaged students will show a good or better standard of teaching and learning with no inadequate teaching throughout the school. Where inadequate teaching exists, robust measures are in place to improve this. Books demonstrate high quality teaching and learning. The books demonstrate quality feedback that enable students to make good progress.

	<p>Higher expectations and aspirations of disadvantaged students, based on aspirational target setting will result in improved progress for all students throughout the year.</p> <p>A highly effective curriculum will drive progress in disadvantaged students ensuring they develop the core knowledge and skills they need to be successful.</p> <p>Identification of the need for intervention and understanding how to ensure suitable progress is being made against baseline assessments. Use of Edukey to support this.</p>
<p>High levels of literacy and oracy particularly in PP boys.</p>	<p>Improve the reading outcomes in teacher assessment in KS1 and PP boys in KS2 so that students at least meet national average for reading expectations.</p> <p>KS1 phonics screening to set ambitious targets that promote high levels of attainment for all children including those from the disadvantaged category.</p> <p>Standardised scores on KS2 reading assessments to demonstrate that PP children are in line with their peers.</p> <p>Improve the reading age of all students so that they are at least in line with their age related expectations in teacher assessment and statutory assessment.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Interventions overseen by SLT and regular review and evaluation of impact. Overseen by SENCo and AHT.</p>
<p>Improve pupil behaviour for learning and engagement in lessons in order to impact positively on progress and improve the proportion of students achieving at end of stage benchmark testing.</p>	<p>PP students to be achieving in line with national average in EYFS baseline, KS1 assessments and KS2 statutory assessments.</p> <p>Through internal teacher assessment (Target Tracker) children assessed as disadvantaged will be in line with internal data averages and national average.</p>
<p>Access to wider opportunities</p>	<p>PP children will be offered the opportunity to take up extra-curricular activities during every cycle.</p> <p>Opportunities for music provision will be offered to every child during KS2.</p> <p>A contingency fund for trips and Y6 residential will ensure that children are able to fully participate.</p>

	<p>Opportunities for extension learning activities will be prioritised for those children on the disadvantaged register who are high attaining.</p>
<p>Social, Emotional and Mental Health.</p>	<p>Funding of ELSA support programme in place to support children in need.</p> <p>Play therapists in school in a variety of roles to support those children deemed disadvantaged through SEMH.</p> <p>All PP children to take part in a SEMH well-being survey to assess need.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £10567.80 *This is with a third of the cost of the two CPD packages*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of qualified member of staff to deliver emotional literacy support (ELSA) £3,384	The EEF document https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning offers the key finding that it offers approximately 4 months of progress but also states the unmeasured benefits are vital in this methodology.	5
<i>Use of trained teacher to provide additional intervention to vulnerable learners.</i> £4145	The EEF toolkit states there is moderate impact for low cost of small group tuition. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2
<i>Ruth Miskin training Standard Package</i> <i>3475 over three years</i> £1158.30	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
<i>White Rose Jigsaw Package</i> £5641.50 <i>Spread over 3 years</i> £1880.50	The EEF toolkit shows that CPD is a core component of high quality provision of disadvantaged children. This fits our ethos and philosophy of quality first teaching. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development	1

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

Budgeted cost: £15,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of play therapists through the academic year</i> £4000	Various bodies including the National Institute for Health and Care Excellence recommend play therapy and assign positive impact to this use – see the below link for effectiveness reporting. https://journals.sagepub.com/doi/abs/10.1177/1049731519854157	5
<i>Additional SENCo time</i> £11,694	The EEF toolkit attributes moderate impact with moderate cost of teaching assistant interventions which is part of SENCo's strategic role. It also says there is moderate impact for low cost of both small group tuition and social and emotional learning both of which the SENCo co-ordinates. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit The SENCo is also responsible for CPD for support staff in improving the quality of teaching. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Quality_Assurance_of_Teachers_Continuing_Professional_Development.pdf	1, 2, 3, 5

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

Budgeted cost: £3691

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Therapeutic approach to behaviour CPD</i> £300	Angela Wadham delivered training as a therapeutic thinking consultant and evidence based on studies in East Sussex, Essex and Hertfordshire to reduce school exclusions and provide disaffected and anxious pupils with a more positive attitude towards school and themselves as learners. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3
<i>Clothing budget to ensure that all children</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set funding aside to	4

<i>are in appropriate clothing for school</i> £1800	respond quickly to needs that have proven to be successful in self-esteem, parental engagement and an inclusive identity.	
<i>Book Fair Money to ensure all children have access to high quality texts.</i> £400	Based on our experiences and those of similar schools to ours, we have identified a need to set funding aside to respond quickly to needs that have proven to be successful in self-esteem, parental engagement and an inclusive identity.	2, 4
<i>Music Lessons</i> £231	Based on our experiences and those of similar schools to ours, we have identified a need to set funding aside to respond quickly to needs that have proven to be successful in self-esteem, parental engagement and an inclusive identity.	4
<i>Club, Visits and Cobnor Subsidy</i> £1200 £960	Based on our experiences and those of similar schools to ours, we have identified a need to set funding aside to respond quickly to needs that have proven to be successful in self-esteem, parental engagement and an inclusive identity.	4

Total budgeted cost: £29,952.80

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.

The results of our internal tracking system show the following outcomes as a %

	Reading			Writing			Maths		
	School	Non - Disadvantaged	Disadvantaged	School	Non - Disadvantaged	Disadvantaged	School	Non - Disadvantaged	Disadvantaged
Above	15.7	19.3	0	8.7	10	3.1	12.2	14.3	3.1
At	41.3	45.7	21.9	34.9	40	12.5	38.4	42.9	18.8
WT	15.7	15.7	15.6	15.7	17.1	9.4	19.2	18.6	21.9
Below	27.3	19.3	62.5	40.7	32.9	75	30.2	24.3	56.3

Missing data for children who have no 20/21 input due to start date.
2x non-disadvantaged – 3x disadvantaged – 5x school

Progress data for the academic year 20/21 is as followed:

	Reading			Writing			Maths		
	School	Non - Disadvantaged	Disadvantaged	School	Non - Disadvantaged	Disadvantaged	School	Non - Disadvantaged	Disadvantaged
Expected	75.1	78.9	60	66.7	73.2	40	68.9	73.2	51.4
Less than expected	18.1	16.2	25.7	26	21.2	45.7	23.8	21.2	34.3
Missing data	6.8	4.9	14.3	7.3	5.6	14.3	7.3	5.6	14.3

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged peers. In the last 3 years of measurable data we have had no significant trends in Key Stage 2 statutory data and our results have been very cohort specific. Our strategy for the academic year 2020/21 was

significantly challenged but we experienced success in reaching out to support vulnerable families during times of school closure.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, White Rose learning, The Write Stuff and other key programmes of study.

Behaviour in school and creating positive children with resilience, perseverance and the capacity to self-regulate is paramount to our strategy. We have identified through teacher observation and discussion that this is an area that has been exacerbated by the global pandemic but are skills that are lacking in a high proportion of disadvantaged pupils. This accounts for our work on therapeutic behaviour and the strategies surrounding it.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Additionally, school provided a package of age appropriate learning resources and extra-curricular materials for all disadvantaged children. This included materials related to sport, art etc to enable all children to have the opportunity to access remote learning, develop further and for us to promote equitable access to education.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

The school's 2021-22 School Development Plan is promoting:

- Assessing the gaps in pupils learning who are at risk of not meeting ARE – this is captured at pupil progress meetings where disadvantaged pupils form a key category in the conversation.
- Writing is sustained – this has happened through our adoption of the Jane Considine writing scheme, The Write Stuff. This has supplemented our writing program with a vocabulary driven, scaffolded approach to writing that is particularly useful when tackling high levels of literacy and oracy in boys.
- Maths is sustained through further development of the White Rose scheme including CPD to support quality first teaching amongst our staff.
A rich and balanced curriculum aimed at promoting progression of knowledge and skills in all subject areas. This has been developed during INSET time and staff meetings and has been aimed at improving foundations subject outcomes and ensuring the raising of self-esteem through planned opportunities to succeed.
- Early Years – In the moment planning. This is ensuring a strong start to school to ensure the foundations for learning are strong. There is a focus on meeting the needs of the children and following their interests to ensure that we are maximising those opportunities to engage in high quality activities and discussions.

'Disadvantaged' lead is Justin Murray

'Disadvantaged governor is Jeannie Taylor

Reviewed December 2021

Next review is April 2022