

Pupil premium strategy statement

[on the pupil premium page.](#)

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils this statement over the 2025-2027 period.

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	MUNDY C OF E JUNIOR SCHOOL
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	33.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25-27
Date this statement was published	11.07.2025
Date on which it will be reviewed	01.07.2026
Statement authorised by	D Adair
Pupil premium lead	SLT
Governor / Trustee lead	Anne Musson

Funding overview

Pupil Premium	Type	Census	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
2024-25	Ever 6 FSM	Oct-23	0	0	0	14	14	21	13	62
	Ever 6 Service		0	0	0	0	1	1	1	3
	Post Adopted		0	0	0	1	0	1	1	3
2025-26	Ever 6 FSM	Oct-24	0	0	0	8	16	15	22	61
	Ever 6 Service		0	0	0	0	0	1	1	2
	Post Adopted		0	0	0	0	1	0	1	2
2026-27	Ever 6 FSM	Oct-25	0	0	0	8	8	16	14	46
	Ever 6 Service		0	0	0	0	0	0	1	1
	Post Adopted		0	0	0	0	0	1	0	1
2027-28	Ever 6 FSM	Oct-26	0	0	0	8	8	8	16	40
	Ever 6 Service		0	0	0	0	0	0	0	0
	Post Adopted		0	0	0	0	0	0	1	1
2028-29	Ever 6 FSM	Oct-27	0	0	0	8	8	8	8	32
	Ever 6 Service		0	0	0	0	0	0	0	0
	Post Adopted		0	0	0	0	0	0	0	0

PUPIL PREMIUM (D)		Value	24-25	No	Value	25-26	No	Value	26-27	
Ever 6 FSM	63	1455	91,665	64	1515	96,960	48	1515	72720	
Ever 6 Service	2	335	670	1	350	350	1	350	350	
Local Authority Care	2	2530	5060	2	2630	5260	2	2630	5260	
Post Adopted	2	2530	5,060	2	2630	5,260	2	2630	5260	
Total Pupil Premium			102,455			107,830			83,590	

Detail	Amount Academic year 25/26	Amount 26/27
Pupil premium funding allocation this academic year	£96,960	£72,720 estimate
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
LAC (£6000)	£5260	£5260 estimate
Post adopted funding	£5260	£5260 estimate
Ever6 service	£350	£350
Sports Premium	£17898	£TBC
Total budget for this academic year Excluding Sports premium and LAC	£107,830	£83,590
Total	£125,728	£83,590

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium – This statement needs to be considered alongside our Pupil Premium Policy which provides more detail.

Mundy Church of England Junior School recognise that the money we receive known as a pupil premium has a significant part to play in supporting the whole child's well-being, personal development, and ability to be successful in their school life. It is our fundamental belief that by ensuring that our children's emotional and physical needs are catered for enables us to promote our children's happiness, leading to the creation of more resilient and engaged learners. It is Mundy Junior School's intention to ensure that ALL pupils have equal opportunity to a broad, balanced, and engaging education that enables them to thrive and succeed into adulthood.

The challenge for any school following on from covid lockdowns is to recognise that our children's needs both emotionally and educationally are unlikely to be the same as pre covid at this point in time. Our School Strategic Plan for 25/26 recognised the need to reconsider what we do and how we do it when we recognise that the children's experience of education will still be having an impact post Covid although this has been 5 years, there is a long term effect that has an impact on our children to date.

We have seen a steady increase in our attainment, but assessments show that there are still gaps in learning, which are identified in our SIP and we have had to acknowledge that attainment is below national average as measured by SATs outcomes. We have plans in place to promote accelerated progress for our children designated as 'disadvantaged'. Using targeted intervention, redirection of funding to the more identified areas for support.

Our approach to ensuring that our 'vulnerable/disadvantaged' children receive the support they need and achieve the best outcomes, as described above, could be best described as global. We do not believe that one element of support is the best and only approach. For instance, our Breakfast Club which is free to all of our Pupil Premium children avoiding stigmatisation, creates opportunities for our families. Our view is that we would rather have some families access it that could afford to pay than have only children from Pupil Premium households attending. Currently 33% of our Breakfast Club children are in receipt of Pupil Premium this correlates with our whole school PP allocation. Our Breakfast Club began because we recognised that a number of our children came to school hungry. Given the current cost of living and the continuing housing situation as well as the nationwide need for foodbanks, the Breakfast Club fulfils an even more vital role. It ensures that our families, even those whose children don't quite fall within the Pupil Premium parameters, still have access to food and a well organised/structured start to the school day. Governors have taken the decision to charge those not in receipt for this service, so we can re-direct PP funding to areas which we have identified in a higher need to support children's attainment. We also run after school clubs which are free for our children in receipt of Pupil Premium with a subsidised charge for others. The clubs are aimed at providing a quality of care and additional opportunities which add further layers to our curriculum.

Within the school day we also run nurture groups for children who have emotional needs that need positive and direct support. TA's run these sessions and receive training to .

It was noted by Ofsted that Catch Up/Recovery programmes had, in a lot of schools, resulted in some negative outcomes for pupils as an unforeseen consequence was that those children missed out on other elements of their learning. Our approach has been to increase classroom support in the form of Teaching Assistants supporting individuals and groups, but we run a specific and rolling programme of Mastery led by a teaching member of staff. Children who have identified gaps have a bespoke and tailored intervention package delivered on a 1:1 basis. Mundy Junior School has a long established and externally recognised approach to our use of T.A.s. Ofsted commented 'The Teaching Assistants are very well directed, and they support learning exceptionally well, especially for pupils who are at risk of falling behind'. A significant amount of our Pupil Premium Money and Catch Up/Recovery funding has been used to ensure that our TAs are an important element of our teaching team. The Education Endowment Foundation research used to show that TA's had an impact on pupil progress.

Other interventions to support our Pupil Premium families over the past academic year have been to supply:

- Free uniform to families who are finding the purchase prohibitive.
- Providing Preloved Uniform opportunities
- Holiday camps for vulnerable children both paid for and with the provision of staff to enable those with high needs to access holiday facilities, ensuring parental respite and quality of support for children.
- Easy access Parenting Courses to ensure parental engagement
- Providing stationery and pencil cases to all children.
- Providing free PE kits and equipment to those as applicable.
- Lifts to children to sporting events who could otherwise be unable to attend.
- Transport for vulnerable pupils to ensure attendance at school.
- Learning Support within the classroom setting – used both individually and small group work as well as enabling teachers to undertake high quality small group work.
- 1:1 emotional and wellbeing and Voice of the Child
- Drawing and Talking therapy
- Lego and Play Therapy
- Staff training
- Laptops for PP and LAC children
- Learning Support for children with EAL
- Well-staffed and high-quality Breakfast and After School Clubs, that give all our pupils the same access and content, ensuring no matter what your financial circumstances are we all have equal access. This will be provided by AVSSP for 25/26 academic year.

Our Key principles are:

We will provide a culture where:

- staff believe in ALL children.
- there are "no excuses" made for underperformance.
- staff adopt a "solution-focused" approach to overcoming barriers.
- staff support children to develop an 'I can do' attitude to learning.
- We will focus on high quality teaching and effective deployment of staff to support disadvantaged children.

- We will Ensure flexibility in our approach, adapting staffing/strategies based on current data analysis in order to best meet the needs of our children.
- We have high expectations of all pupils (and staff) and ensuring all staff believe that all children can achieve well.
- Using evidence-based approaches to ensure that the strategies employed to address disadvantage are effective.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We will be mindful that pupil premium is just one measure of being disadvantaged. In developing provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Support and opportunities with the post Covid vulnerabilities which have led to wider attainment gap
2	Fluency/decoding/phonic skill and knowledge Maths/numeracy
3	Educational Resilience
4	Emotional Resilience
5	Ensuring maximum attendance and punctuality post Covid
6	Parenting – supporting vulnerable parents to ensure healthy happy families

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 Pp children to increase their lifelong chances by:	Success criteria Mundy Junior School providing an environment where children thrive
Ensuring strong progress in EGAPS	Achieve or exceed national average progress scores in KS2 EGAPS providing an environment where children thrive
Ensuring strong progress in Reading	Achieve or exceed national average progress scores in KS2 Reading in KS2 Reading.
Ensuring strong progress in Writing	Achieve or exceed national average progress scores in KS2 Writing.
Ensuring strong progress in Mathematics	Achieve or exceed national average progress scores in KS2 Maths.
Ensuring improved resilience and emotional well-being	Support the mental health, resilience and emotional well-being of all children, particularly that of disadvantaged pupils.

Sustaining good attendance	Improve attendance of disadvantaged pupils to be in line with or exceeding school target of 98%
Provision of support and education regarding stronger families	Supporting families with positive parenting to support happier healthier families

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Embed quality teaching practices throughout the curriculum and across school through use of the Pupil Premium Toolkit as well as coaching, training and mentoring for staff. - Further develop the staff's use of the Pupil Premium Toolkit through use of mentoring time, staff meetings, whole school training, Pupil Progress meetings and through observations of the toolkit in use. - Conduct observations to support the development of quality teaching and to identify necessary CPD for staff. - Staff to attend training sessions and staff meetings to embed quality practise within their daily teaching. - Teaching and Learning INSET providing a range of strategies and reflections on the key aspects of high-quality lessons. - Carry out pupil observations, interviews and case studies to monitor the success of the toolkit and to inform adaptations needed - Staff peer support and collaboration	EEF research evidences that Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	1,2,3,
- Develop the breadth of pupil's educational experiences by embedding a broad, ambitious and vocabulary rich curriculum that enables all pupils to expand their active vocabulary. - Modelling of vocabulary and high expectation of vocabulary use by all staff. - Display of vocabulary around classrooms for continual reinforcement of language expectations. - Knowledge organisers, vocabulary pyramids and learning walls to support children's independent use of such language and to give continual reinforcement/exposure to content.	Evidence demonstrates that children entering education with advantageous early educational experiences are more able to utilize their prior knowledge and vocabulary throughout learning. Therefore, developing the language of our disadvantaged learners through an experience and vocabulary rich	1,2,3

• Learning walls that reflect the broad, ambitious and vocabulary rich curriculum. • Development of curriculum through INSET and other training opportunities to ensure 'Intent, Implement & Impact' of each curriculum area is being fully embedded within classroom practise. • Wider curriculum coaching observations to ensure 'Implementation' of the curriculum is of a high quality.	curriculum will support them in closing the potential attainment gap.	

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Pupil Premium children make progress from KS1 in Mathematics so that children close the gap towards achieving age related expectations. • Provide 'Pre and Post-Teaching' intervention in Mathematics using high quality resources to build exposure to language, concepts, and abstract/concrete/pictorial elements of a mathematics objective prior to teaching. • Use of Pupil Premium Toolkit to 'target' support within Mathematics teaching and to make use of effective live marking and feedback, strategic questioning, modelling and live intervention (Maths lead providing videoed modelled support) • Provide post-learning interventions to address misconceptions and embed new learning-Year 6 • Provide Maths Mastery identifying gaps and 1:1 intervention programme. • Provide time and technology for children to access Times Tables Rock Stars and homework support within school. • Use of Mirodo to support Home Learning and assessment process. Using this facility to provide a depth and understanding to knowledge. • Additional tutoring for children who require support in Mathematics where children need support to close the gap towards achieving age related expectations. Maths Vision	Evidence consistently shows (EEF) the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Therefore having structured, small group interventions on a daily basis which links directly to classroom teaching can offer a key component to building pupil's attainment, particularly that of Pupil Premium children.	1,2,3

• Pupil Premium children class as 'early readers' and those who have failed the KS1 phonics screening make progress from their last assessment to close the gap towards achieving age related expectations in Reading. • Provide Phonics intervention daily for children identified through phonics screening/reading assessment as requiring additional phonics support. • Use of Pupil Premium Toolkit to 'target' support within the teaching of Reading. • Provide additional adult support during teaching and 1:1 reading sessions for those Pupil Premium children identified as requiring additional support or those classed as 'early readers'. • Embedded use of the 'Reading Sequence'. • Provide children with phonics resources, including reading books and tailored reading/phonics schemes, for use at home as and when appropriate. • Additional tutoring for children who require support in Reading due to external factors which impact on children's ability and/or access to reading supporting them to close the gap working towards achieving age related expectations. • Parents to be kept informed of child's reading development and signposted and guided on how they can support children's reading at home through teacher contact and support upskilling parents, in school workshops and information sessions, parent mornings and the website. • Targeted invites for PP early readers for sessions with 'Reading Buddies' to promote enjoyment of reading. • Literacy Vision		1,2,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

• Support the mental health, resilience, and emotional wellbeing of all children, particularly that of disadvantaged pupils. • Mental health and well-being awareness is raised.	Evidence suggests that (EEF) children from disadvantaged backgrounds are over-represented in mental health	4

throughout school through PSHE sessions and use of nurture and 1:1 intervention. • Pastoral team to intervene with concerns raised by children through nurture toolbox and EHA. • Direct employment of a Voice of the Child teacher and drawing and talking therapies • Profile of mental health being raised across school through displays and appointment of School Parliament Health Minister. • Attendance at Nurture for children identified as requiring additional support in this area and 1:1 interventions. • Pastoral Team provide support to individuals and families where emotional well-being and mental health has been identified as an issue. • Use of 'Personal & Pastoral' strand of the Pupil Premium Toolkit by all appropriate staff. Vulnerability review carried out by all appropriate stakeholders. • Provide bespoke 'Emotional Literacy' curriculum for first half term of PSHE to help improve emotional/social health. Use of 'Emotionaery' and bespoke planning tailored to year groups. • Lego Therapy to encourage collaborative play skills and social therapy • Go Samtale and talking practices and tools to identify and enable talking therapy small group sessions – assisting in identifying areas of concern • Mental Health Leads funded by the government scheme. • We support our families with a robust procedure of referral and signposting and will implement Early Help when concerns are observed. EHA • Use of MyConcerns to monitor and report Safeguarding and support of vulnerable families • Provision of Parenting Courses that are more easily accessible to our families Breakfast Club We provided a free Breakfast Club to those who are PP that offers an opportunity for ALL families to have access to wrap-around care without prejudice. This increases the opportunities for families to thrive enabling families to build resilience. After School Club	services and NEETS once reaching adulthood. It is also evidenced that children from more economically deprived backgrounds face greater adversities and are more likely to benefit from greater emotional support. This directly links to their emotional readiness to learn and resilience within the classroom.	
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We provide free After School Clubs for PP children to ensure they can access extracurricular experiences without financial impact – also offering experiences and opportunities that may not be available due to financial disadvantage.		
• Improve attendance of disadvantaged pupils to be in line with or exceeding school target of 98%. • Monitor the punctuality and attendance of Pupil Premium children and compare against non-disadvantaged children. • Pastoral Team as well as class teachers to work with PP children to promote/encourage/reward improved attendance and punctuality. • Rewards directly linked to Mundy Junior School Values- Ownership-to embed the importance of attendance and punctuality within the school ethos. • Weekly attendance competition between classes displayed in the hall. • Target rewards, 100% Certificates and letters to parents for attendance review. • Attendance letters sent to parents when attendance has been raised as an issue for that individual. Discussions and meetings with carers to discuss attendance and how to improve and encourage good attendance. • Action plans where attendance falls into PNA • Admin/ pastoral staff to monitor patterns in absences. • Provision of a high-quality breakfast club to provide opportunities to support families to thrive and children to have an enhanced start to their educational day. Opportunity to support the emotional wellbeing and a wider nurture support framework through improved physical and mental health wellbeing	Poor attendance impacts upon learning in school and is a significant cause of Pupil Premium children not achieving as well as their peers. Gaps in attainment are therefore correlated to poor attendance and poor punctuality	5

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 25-27 academic years.

Attendance levels are beginning to increase post Covid, but continue to be above national average. The emotional resilience of pupils is being supported, although this is a work in progress as the long-term effects of Covid are only beginning to surface. We have been able to employ a specific member of staff to support the emotional wellbeing of our pupils which is proving highly effective in supporting the children's wellbeing. Progress is being monitored and PP Pupils identified for high impact intervention as appropriate. Breakfast Club continues to go from strength to strength and is being utilised by more PP families. Our Looked After Children are receiving a very comprehensive package of support from both inhouse and external providers, progress monitored and validating the interventions in place. The staff's awareness of mental health both theirs and the children's has been significantly raised.

Externally provided programmes

LAC intervention – Virtual School

Specialist support:

£8000 SquarePeg specialist literacy intervention

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
Phil Wroe Literacy Specialist	Virtual School contact
Specialist 1:1 intervention	Teaching Agencies
Private EHCP reporting	Small Talk
SEN regulation intervention	SEN Fit
Parenting	Triple P Parenting

Service pupil premium funding (optional)

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

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	Classroom support to ensure SPP children were engaged and immersed in accessing a full curriculum.
What was the impact of that spending on service pupil premium eligible pupils?	All support is worthy of contribution to supporting the child to thrive. The difference the support of a member of the Teaching and Learning staff is critical to the progress of a child.

Further information

We provide free tuck throughout the school at break times as well as a drink and snack before children begin After School Clubs. Ensuring parity of provision

[Homework Pocket Guides](#) in all core subjects – provision of parents' information

evening to support and inform carers of current teacher practices Teacher videos modelling areas of the curriculum covering basic skills on the website, Home Learning and E Safety.