

Pupil premium strategy statement – 2024 2026

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

The 24 – 25 statement has been updated in December 2025 – all updates added in red text.

School overview

Detail	Data
School name	Mulberry Park Educate Together
Number of pupils in school	188 172
Proportion (%) of pupil premium eligible pupils	23% 27%
Academic year that our current pupil premium strategy plan covers	24 – 25 24 - 26
Date this statement was first published	November 2024
Date reviewed	December 2025
Statement authorised by	Sarah Phillips
Pupil premium lead	Sarah Phillips
Governor lead	Sophie Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (24/25)	£50,320 £67,270
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (25/26) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£67,270

Part A: Pupil premium strategy plan

Statement of intent

At Mulberry Park ET our ethos, positive relationships and high expectations are at the heart of all we do. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

Common barriers to learning for disadvantaged children, can be less support at home, low level language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

New programmes, such as Unlocking Letters & Sounds (Phonics) and White Rose Maths workbooks, aim to ensure every child has a good foundation in reading and Maths. This is the priority in our SDP and complements the work with PP and disadvantaged children.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that all pupils receive quality first teaching
- Ensuring teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate

the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

- Ensuring all teaching is good or better, ensuring that the quality of teaching experienced by all children is improved.
- Utilising LSAs to provide small group work focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Support payment for activities, educational visits and experiences. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support (Brighter Futures and B&A panel work and support)

Challenges

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

Challenge number	Detail of challenge
1	SEMH - Social, Emotional, Mental Health needs includes amongst others: Social understanding and interaction, Emotional regulation, Attention Deficit Hyperactive Disorder (ADHD), Anxiety A high percentage of our PP pupils struggle to regulate and focus on learning due to SEMH needs.
2	Writing Not all PP children are achieving age related expectations in writing. This is likely to lead to an increased gap between disadvantaged pupils and their peers.
3	Maths Not all PP children are achieving age related expectations.
4	Behaviour for Learning Metacognition and self regulation strategies

5	Barriers to engagement due to financial constraints - Financial barriers limit participation of some of our PP pupils in school events or opportunities
6	Attendance Our data indicates that attendance across the school is improving however the data for pupils “persistently absent” indicates there is room for improvement as we have a small number of PP children who have attendance less than 90%

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
Pupil premium pupils develop secure foundations in communication, language, self-regulation and early literacy.	<ul style="list-style-type: none"> – Increased proportion of pupil premium pupils achieving GLD, particularly in Communication & Language and Literacy – Narrowing of the GLD attainment gap between pupil premium and non-pupil premium pupils – Improved baseline-to-end-of-year progress for pupil premium pupils in Reception – Pupil premium pupils enter Year 1 better prepared for phonics and early reading
Improved phonics and early reading outcomes for pupil premium pupils.	<ul style="list-style-type: none"> – Increased proportion of pupil premium pupils passing the Year 1 phonics screening check – Improved outcomes for pupil premium pupils retaking the phonics check in Year 2 – Reduced attainment gap between pupil premium pupils and national outcomes – Staff confidence and consistency in delivery of the new phonics scheme
<ul style="list-style-type: none"> – Pupil premium pupils develop fluency in core mathematical concepts – Increased proportion of pupil premium pupils achieving age-related expectations in maths 	<ul style="list-style-type: none"> – Improvement in termly maths assessments and teacher tracking data - Pupil premium pupils show increased confidence and participation in maths lessons. - Attainment gaps in maths between PP and non-PP pupils narrow

Increased proportion of pupil premium pupils meeting age-related expectations in writing .	<ul style="list-style-type: none"> - Pupil premium attainment in writing aligns more closely with non-PP peers - Teacher feedback indicates improved confidence and engagement in writing tasks
Pupils develop better emotional regulation and resilience, reducing incidents of dysregulated behaviour.	Reduction in behaviour incidents logged (e.g., exclusions, disruptions).
Pupils with SEMH needs engage more effectively in learning	Improved pupil engagement as measured by classroom observations and teacher feedback.
Behaviour -Improved behaviour across the school with less behaviour incidents amongst disadvantaged pupils. - Classroom behaviour improves, with pupils more focused and engaged.	<ul style="list-style-type: none"> - Reduced low-level disruptions in class as tracked by behaviour logs. - Increased participation in lessons and completion of tasks. - Pupil voice feedback shows improved attitudes toward learning and challenges.
All pupil premium pupils access enrichment activities and resources to support their learning.	Increased participation in trips, clubs, and enrichment activities
To achieve and sustain improved attendance for all pupil, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> - Attendance data shows termly improvement, with a reduction in persistent absence - Positive feedback from families on support provided for attendance

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 ~~£32,320~~ **£38,320**

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Implementation of a new DfE-validated phonics scheme</p> <p>Whole-school rollout of a new systematic synthetic phonics programme</p> <p>Staff training and coaching supported by the English Hub</p> <p>Purchase of decodable reading books and phonics intervention resources, prioritising pupil premium pupils</p>	<p>DfE: Systematic synthetic phonics is the most effective approach to early reading</p> <p>EEF: Phonics interventions show an average impact of +5 months, with strong evidence for disadvantaged pupils</p>	2, 7, 8
<p>Employment of a SEMH Mentor</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2,3,4&5
<p>Whole staff training – SEMH needs</p>	<p>EEF +4</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3, 5 & 6
<p>Whole staff training – Zones of Regulation</p>	<p>“Studies examining The Zones of Regulation’s impact have shown the curriculum has a positive effect on learner outcomes.”</p> <p>https://zonesofregulation.com/research/</p>	
<p>Training for teachers – White Rose Maths</p>	<p>EEF – developing high quality teaching</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/the_tiered_approach_to_pupil_premium_spending.pdf?v=1726139801</p>	
<p>Staff CPD on scaffolding writing tasks and providing effective feedback</p>		
<p>Invest in standardised NFER assessments.</p>	<p>Standardised assessments provide a straightforward way to gather the data insights needed to support pupils – gaps</p>	2 & 4

	<p>can be identified (individual and group) and then targeted.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: ~~£8,000~~ £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Targeted early language and oracy support in EYFS and KS1 Regular storytelling and vocabulary development sessions • Small group language support for pupil premium pupils identified through baseline and ongoing 	<p>EEF: Oral language interventions have a high impact (+6 months), particularly for disadvantaged pupils</p> <p>Strong predictor of later reading and writing success</p>	2, 7, 8

assessment		
Targeted 1:1/ small group PP interventions eg precision teaching	EEF +5 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2, 3
Targeted small group interventions Examples: ZoR / Social skills to support pupils with SEMH needs. Targeted academic groups such as phonics, handwriting etc	EEF+4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 4
Emotional regulation group intervention sessions	EEF +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Pupil's from MPET have expressed they feel confident and enjoy working in a small group with a familiar adult.	1,4

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

Budgeted cost: £10,000 **£18,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Manipulatives and Visuals: Ensure consistent access to concrete resources (counters, base ten, fraction walls) to support understanding	"Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas" https://d2tic4wvo1iusb.cloudfront.net/prDUCTION/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1734675368	3
Subsidise costs for trips, workshops, and after-school clubs for pupil premium pupils.	Embracing all the learning opportunities found off site is an important tool to motivate children and young people to attend school.	5, 6

<p>Activity contingency fund (enabling access to various activities eg Forest school, Art therapy, music sessions)</p> <p>Increased financial support to ensure pupil premium pupils can fully access trips, workshops, clubs and enrichment opportunities</p> <p>Specific prioritisation of financial support for the Year 6 residential to ensure no pupil is excluded due to cost</p>	<p>Some of our PP are unable to access out of school experiences or wrap around childcare (due to various reasons but often financial).</p> <p>EEF: Wider strategies that remove non-academic barriers can improve engagement, attendance and wellbeing.</p> <p>DfE guidance confirms pupil premium funding may be used to remove financial barriers to participation.</p>	5, 6
<p>Development of behaviour for learning strategies</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1, 5
<p>De-escalation conversations, use of restorative scripts to support SEMH needs and reduce challenging behaviour</p>	<p>EEF evidence on behaviour intervention shows targeted interventions and universal approaches have a positive overall effect of +4 months.</p>	1
<p>Small group Thrive/Zones of Regulation intervention sessions.</p> <p>Whole school use of regulation stations, Thrive and movement breaks</p>	<p>EEF shows school approaches to self-regulation have a low cost but a high impact with the potential of +4 months.</p> <p>Self-regulation is explicitly taught in the small group intervention but also across the whole school through use of Zones of Regulation</p>	1, 4
<p>Embed whole class and whole school Thrive approach (trauma-informed approach). Class Thrive targets and activities.</p>	<p>Impact reports:</p> <p>https://www.thriveapproach.com/impact-and-research/impact-report</p> <p>EEF +4</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,4

Implement a clear staged system for monitoring and supporting families and children to have better attendance.	Working Together to Improve School Attendance August 2024 highlights the importance of good attendance and the steps that can be taken to improve attendance https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	6
Host attendance clinics with families of persistent absentees to develop tailored action plans	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	6

Total budgeted cost: £67,270

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We use a wide range of data to analyse impact of spending:

- End of key stage data
- Phonics outcomes
- EYFS data
- Tracking Data (progress through the year based on teacher assessments and NFER assessments)
- Intervention analysis
- Moderation of work, outcomes of observations, learning walks

How we monitor and review Pupil Premium Spend:

- ✓ Pupil Premium children are discussed at all Pupil Progress meetings, where children targeted for specific help and support are identified and discussed
- ✓ In all data analysis every term, PP children are identified, and their progress monitored
- ✓ All class teachers are aware of PP children in their class and these are highlighted on their marksheets.
- ✓ interventions are monitored and adjusted as needed
- ✓ Attendance data is tracked and monitored by the school and Trust. Each term PP attendance data is monitored externally by BANES

Summer 2025 Mulberry Park ET Data:

Assessment	% of Class	% of PP in class
Reception GLD	50% at GLD	0% PP at GLD
Year 1 Phonics	53 % Pass	28% PP Pass
Year 4 MTC	59% full marks	37% PP with full marks
KS2 Reading, Writing & Maths combined	52% at expected	50% PP combined

Summer 2024 Mulberry Park ET Data:

Assessment	% of Class	% of PP in class
Reception GLD	47% at GLD	0% PP at GLD
Year 1 Phonics	64% Pass	25% PP Pass
Year 4 MTC	70% full marks	75% PP with full marks

** Not all Year 1 pupils were present for the phonics assessments

** No Year 6 data as no Year 6 cohort in 2023 - 2024

The aim at MPET is for all pupils, whatever their needs and starting points, to attend well and we know many of our non-pupil premium pupils still need extra support. Our results suggest that the performance of disadvantaged pupils was lower than previous years in all areas. The outcomes we aimed to achieve were not fully realised, especially in writing. We have identified the reasons for these outcomes are primarily due to the negative impact of disrupted learning caused by Covid 19 resulting in gaps in early writing skills. Lost learning during 2019/2020 was most detrimental to our disadvantaged pupils and younger learners.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted in the years following covid. 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, which include adopting a whole school trauma-informed Thrive approach.

At MPET, we always aim to provide exceptional pastoral support to pupils and families, all our staff are committed supporting the MPET community. We hold our families in high regard, irrespective of background and staff try to develop 'conversations,' and a sense of belonging rather than expecting all families to behave in the same way.

Further information (optional)

At MPET our pupil premium strategy is based on the following principles:

- A culture of positive relationships
- High expectations

We focus on high quality teaching; we know what goes on in classrooms and in interventions makes the biggest difference to the life chances of all our disadvantaged pupils. We are constantly looking to refine and improve our practice, development and strategy improvement ideas are backed by research and linked to our current priorities.

Our pupils premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a range of extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

Summer 2025 EYFS GLD and phonics outcomes indicate that disadvantaged pupils continue to enter school with lower levels of language, self-regulation and early literacy compared to their peers. While progress is evident over time, attainment gaps remain significant. As a result, the 2025–26 strategy places greater emphasis on early intervention, phonics implementation, and targeted family engagement to secure stronger foundations and improve long-term outcomes.

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.