



Mulberry Park Educate Together Primary School

Pupil Premium Strategy Statement 2020-21

1. Summary information					
School	Mulberry Park Educate Together				
Academic Year	20/21	Total PP budget	Projected £13,560	Date of most recent PP Review	September 2020
Total number of pupils	76	Number of pupils eligible for PP	13	Date for next internal review of this strategy	January 2021

2. Attendance				
Academic year	Number of PP Pupils	% average attendance – PP pupils	% average attendance – Non-PP pupils	Difference
2018-2019	2	97.3%	95.5%	+1.8%
2019-2020	8	90%	94.2%	-4.2%
2020-2021	13			

3. Current attainment (2019-20) Based on teacher judgements in term 6

At the end of March 2020, the DfE announced the immediate closure of schools to most children, due to the coronavirus pandemic. At the same time, they announced that for the summer of 2020 all statutory exams, tests and assessments would not take place, and that the usual 'accountability' measures would not be published. Therefore there are no official 'performance' figures to report for 2020. End of key stage attainment figures have not been collected by the DfE, and no attainment or progress figures will be calculated or reported.



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4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Less developed language skills, including a limited range of vocabulary
B.	Social, emotional and wellbeing issues impacting on behaviour and therefore learning – a high proportion of our PP children also have SEND
C.	Weaknesses in learning attitudes and behaviours e.g. poor independence skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Specific cases of low attendance rates of PP children – absences and lateness
G.	Family support needs and engagement with learning at home
H.	Limited out of school experiences and engagement in enrichment activities that promote social interaction



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5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Expected or better than expected progress in reading, writing and maths through high quality first teaching and specific interventions	All PP children make at least expected progress across the year Improved attainment for all PP children by the end of the academic year Attainment gap between PP and non PP children will be closed Provision mapping in place Progress evident in specific interventions
B.	Improved attendance and punctuality for specific individuals	Attendance in line with national expectations Parental engagement with support to ensure punctuality
C.	Pupils with specific SEND and social, emotional or wellbeing needs are well supported by school staff	A range of provision is offered in school, individual strategies and interventions are in place to support children Children will be more settled within the classroom environment
D.	Effective monitoring of provision for PP children, looking primarily at high quality first teaching and interventions taking place for PP children	Provision mapping in place Learning walks and book looks taking place with focus on PP children
E.	Higher engagement in enrichment activities to broaden the children's experiences	Funding to support PP children to access trips, music lessons, swimming etc. Funding available to support specific PP children to access enrichment activities outside school e.g. sports clubs