



Mulberry Park Educate Together Primary School

Pupil Premium Strategy Review Statement 2019-20

1. Summary information					
School	Mulberry Park Educate Together				
Academic Year	19/20	Total PP budget	£9,873	Date of most recent PP Review	September 2020
Total number of pupils	44	Number of pupils eligible for PP	8	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%

3. Current attainment (2018-19)			
	PP pupils	Non-PP pupils	All pupils
EYFS	2	7	9
% of pupils achieving GLD	50%	71%	67%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Pupil progress meetings are under development due to start up phase and limited staffing
B.	Children entering school with low EYFS baselines for Communication and Language
C.	Staff training to ensure that current and new staff are aware of vulnerable groups and have highest expectations for all
D.	Specific PP children have SEND
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Specific cases of low attendance rates of PP children – absences and lateness



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F.	Specific cases of poor parental engagement
G.	Limited out of school experiences

5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Secure tracking systems and Pupil Progress meetings in place to ensure vulnerable groups are monitored closely	Insight will be embedded as an assessment and tracking tool to identify gaps and plan for interventions PPM will be effective to identify children falling behind Analysis of data in place to monitor PP children
B.	Regular monitoring and reporting of attendance to increase PP children's punctuality and attendance	Regular meetings with CMES Attendance letters sent to parents on a termly basis for those with low/decreasing attendance
C.	Increased progress in learning and development across the year for PP children.	Progress of learning tracked through Pupil Progress Meetings shows increase for PP children.
D.	Increased enrichment opportunities	Participation in wider opportunities, including trips, visits and clubs
E.	Improved language skills for PP children	Increased early language skills so that children are in line with Non PP children and can access full curriculum

6. Planned Expenditure					
Academic year: 2019/20		The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.			
Quality of teaching for all					
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure that it is implemented well?	Staff lead	When will we review implementation?
Every child receives teaching which is good and frequently	Regular monitoring by Headteacher to ensure that teaching is good or better and that good/outstanding	The NFER Report 2015 (Supporting the Attainment of Disadvantaged Pupils) indicates that high quality teaching for all is fundamental to supporting the	Lesson observations/book looks/learning walks by SLT shows that teaching is always good with frequent outstanding practice evident.	HT	October 2019 January 2020 May 2020



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outstanding in every classroom/ every day.	practice is being shared regularly across school. Lesson observations and learning walks focus on feedback to improve. CPD/ coaching provided in any areas where this is identified as useful.	attainment of disadvantaged pupils.	TAs to cover Teachers to ensure collaboration in monitoring. Constructive feedback provided to all staff including TAs to develop practice further. Planned staff meetings to focus on specific subject areas following monitoring.		
A	Use of INSIGHT data tracking to closely monitor PP children across the 2 classes.	All staff to have a clearer expectation around the needs and provision of PP children to ensure positive outcomes for all and PP children.	Termly assessment data points New pupil progress meeting documents to focus discussions PP children making good or better progress Interventions in place to support PP children	All teachers	Term 2,4 and 6
C	Regular PPM to monitor PP children's progress Planned interventions to focus on specific areas of learning	All teachers can identify gaps and put support in place to ensure PP children are making better than expected progress	Progress of learning tracked through Pupil Progress Meetings shows increase for PP children.	HT/ All teachers	Term 2, 4 and 6
Targeted support					
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure that it is implemented well?	Staff lead	When will we review implementation?



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C, E	Small group interventions for children focussed on phonics, writing and Maths to promote progress and diminish the gap.		Pupil progress meetings Data analysis and assessments	EG	Term 6
C, D, E	Provide 1:1 support from a teacher to work on specific PP children's areas of need/development	Positive impact and quality of time with a teacher	Focus PP child each term to have 20 minutes per week with class teacher Improved skills in focus area: e.g. phonics, reading, writing or maths Engagement and exposure to a wider range of enrichment/experiences to apply at home	Teachers	Term 3
C, E	Provide regular 1:1 reading to develop PP children's use of phonics, reading fluency and understanding of books	Evidence of positive impact early reading can have on other areas of learning	Focus PP children each term to have at least 3 times weekly reading with a Teacher or TA Improved reading skills and evidence of progress in PPM	EG/All teaching staff	Term 2, 4 and 6
E	Targeted Speech and Language support	Evidence of impact from previous year	Termly reviews with SLIP service High quality training for TA to deliver SALT daily sessions Intervention monitoring	EG/TL	Term 2, 4 and 6
Budgeted Cost	75%				
Other approaches					



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Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure that it is implemented well?	Staff lead	When will we review implementation?
B	Close monitoring of attendance and actions to support.	Lower levels of attendance and higher levels of lates Impact of attendance on progress and learning	Termly reviews of attendance Regular meetings with CMES Attendance letters to parents	EG	Term 1,2,3,4,5,6
E,F	Enrichment opportunities for children including visits, visitors and free clubs	Impact on children's social and wellbeing which will support academic progress	Range of free afterschool clubs available to all Regular visits and visitors planned across the year Individual/small group music lessons available for Year 1 10 weeks of swimming for all PP children	All staff	Term 2, 4 and 6
Budgeted Cost	25%				