



## Pupil premium strategy statement

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	Mulberry Park Educate Together
Number of pupils in school	98 (R – Y3)
Proportion (%) of pupil premium eligible pupils	18.3%
Academic year/years that our current pupil premium strategy plan covers	3 Years
Date this statement was published	November 2021
Date updated	January 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Sarah Phillips
Pupil premium lead	Sarah Phillips
Governor lead	Nina Haigh

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,795.00
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 16,795.00

# Part A: Pupil premium strategy plan

## Statement of intent

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.

### 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 means 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.
- A targeted support and intervention timetable utilising LSWs 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	<b>Speech and Language</b> Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<b>Reading</b> Not all PP children are achieving age related expectations in reading. This is likely to lead to an increased gap between disadvantaged pupils and their peers.
3	<b>SEMH and Wellbeing</b> There has been an increase in the number of pupils struggling with anxiety and displaying social and emotional issues (impacted by pandemic). These challenges particularly affect disadvantaged pupils
4	<b>Writing Stamina</b> Through the monitoring of writing across the school it is noticeable that in general pupils are struggling to produce good quality pieces of writing, this is more prevalent amongst disadvantaged pupils, in the quality and quantity of writing they are able to produce independently.
5	<b>Behaviour</b> Frequent behaviour difficulties within a core group of children, many of these pupils are identified as Pupil Premium. A high percentage of these pupils struggle to regulate and focus on learning.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
End of key stage outcomes for PP in line with national.	<p>Pupil progress meetings show PP are making progress.</p> <p>Gaps for PP identified and addressed.</p> <p>Intervention timetables reviewed half termly.</p> <p>End of key stage outcomes for PP in line with national.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> </ul> <p>Thrive profiling used to assess pupils for whom SEMH needs are a concern.</p> <p>Impact of group nurture/Thrive sessions reviewed half termly.</p>
Progress in writing and improved writing attainment.	PP are making good progress with their writing and demonstrate a self-confidence with independent writing.
Improved behaviour across the school with less behaviour incidents amongst disadvantaged pupils.	<p>A sustained reduction in behaviour incidents as evidenced on CPOMS.</p> <p>Individual Behaviour Plans effective and having a positive impact.</p>

## 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: £3,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSW Thrive training	EEF +4 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3 & 5
Whole Staff CPD - <b>Zones of Regulation</b>	<a href="https://www.zonesofregulation.com/research-evidence-base.html">https://www.zonesofregulation.com/research-evidence-base.html</a>  EEF +7	3 & 5
Whole Staff CPD - <b>speech and language</b> (word aware & colourful semantics)	EEF +6 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 2 & 4
Whole staff CPD - <b>OPAL training</b>	EEF recognises that physical activity has important benefits in terms of health, wellbeing and physical development. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>  OPAL research – the case for play <a href="https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf">https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf</a>	3 & 5
<b>Team Teach Training</b>	EEF +4 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  A school without sanctions – S Baker & M Simpson. When the adults change everything changes – P Dix	5

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

Budgeted cost: £9,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 PP after school intervention	EEF +5 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2 & 4
Additional 1:1 reading sessions for PP not on track to meet ARE	EEF +6 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1 & 2
Emotional regulation group intervention sessions	EEF +4 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> Pupil's from MPET have expressed they feel confident and enjoy working in a small group with a familiar adult.	3&5
Speech and Language baseline assessment for Reception pupils	EEF +6 EEF recognises oral language approaches might include: - targeted reading aloud and book discussion with young children - explicitly extending pupils' spoken vocabulary - the use of structured questioning to develop reading comprehension - the use of purposeful, curriculum-focused, dialogue and interaction.	1 & 2
Music Lessons to boost confidence and self esteem	EEF+3 Arts participation can have a positive impact on academic outcomes in other areas. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	3&5
Provision for children with EHCPs who are also Pupil Premium & require specialist provision as detailed in section F of EHCP	Individual and targeted provision can help a child with an area of specific required support. This would have been identified by professionals during the EHCP process.	1,2,3,4,or 5 (depending on the need of the child)

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

Budgeted cost: £3,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Activity contingency fund (enabling access to various activities eg Forest school, Art therapy, music sessions)	Some of our PP are unable to access out of school experiences or wrap around childcare (due to various reasons but often financial). We are able offer bespoke opportunities to support targeted PP students and their families.	3 & 5
Development of behaviour for learning strategies – staff training on positive use of restorative approach	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	3 & 5
De-escalation conversations, use of restorative scripts to support SEMH needs and reduce challenging behaviour	EEF evidence on behaviour intervention shows targeted interventions and universal approaches have a positive overall effect of +4 months.	3 & 5
Small group nurture/Thrive/Zones of Regulation intervention sessions	EEF shows school approaches to self-regulation have a low cost but a high impact with the potential of +4 months. Self-regulation is explicitly taught in the small group intervention but also across the whole school through use of Zones of Regulation	1,2, 3, 4 & 5

**Total budgeted cost: £16,200**