



Pupil premium strategy statement – 2021 - 2024

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.

Original strategy statement created in November 2021, edited in blue in December 2022

School overview

Detail	Data
School name	Mulberry Park Educate Together
Number of pupils in school	98 (R – Y3) 121 (R – Y4)
Proportion (%) of pupil premium eligible pupils	18.3% 21%
Academic year/years that our current pupil premium strategy plan covers	3 Years 2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	December 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 (22/23)	£36,010
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,000
Total budget for this academic year (22/23) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 44,010

Part A: Pupil premium strategy plan

Statement of intent

Mulberry Park ET is a happy, vibrant, growing school; 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.

This academic year we have invested into and adopted a new phonics programme with the aim that this will help all pupils (including our more disadvantaged pupils) develop their reading skills and meet ARE.

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	Speech and Language - 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	Reading - 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	SEMH and Wellbeing - 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. This is still noticeable in 2022/2023
4	Writing Stamina - 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	Behaviour - 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.
6	Attendance - Our data indicates that attendance across the school is improving (it had previously been impacted by school closures and absences due to Covid 19), however the data for pupils “persistently absent” indicates we need to do more.

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.
Improved outcomes for PP pupils	<p>Pupil progress meetings show PP are making progress.</p> <p>Gaps for PP identified and addressed. NFER assessments in 22/23 will be used to support this.</p> <p>Intervention timetables reviewed half termly. Exit data at the end of Autumn 22 used to identify children making progress with interventions, data used to set next steps/targets.</p> <p>End of year assessments demonstrate progress made by PP pupils.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from by Summer 23 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • improved school attendance and participation (PP pupils) <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> <p>PP pupils engaging with extracurricular activities in 22/23 – all PP pupils given priority to attend.</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>
To achieve and sustain improved attendance for all pupil, particularly our disadvantaged pupils.	<p>Sustained high attendance in by end of Summer 23, demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils.</p>

The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.

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: £14,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSW Thrive training	EEF +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 5 & 6
Whole staff CPD - OPAL training – continuing from 21/22	EEF recognises that physical activity has important benefits in terms of health, wellbeing and physical development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity OPAL research – the case for play https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf	3, 5 & 6
Purchase of DfE approved phonics scheme & resources (plus staff training)	EEF +5 Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Reading books will be purchased to complement the scheme Phonics Toolkit Strand Education Endowment Foundation EEF	5
Invest in standardised NFER assessments.	Standardised assessments provide a straightforward way to gather the data insights	

	needed to support pupils – gaps can be identified (individual and group) and then targeted.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 PP intervention eg precision teaching	EEF +5 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2 & 4
Targeted small group interventions led by SLWS. 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, 2, 3, 4 & 5
Additional 1:1 reading sessions for PP not on track to meet ARE	EEF +6 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1 & 2
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.	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
Provision for children with EHCPs who are also Pupil Premium & require specialist	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

provision as detailed in section F of EHCP		on the need of the child)
Early Chicks morning club provision to support children with SEMH & improve attendance	The EEF report on the importance of developing pupils Social Emotional Skills, they are “essential for children’s development and effective learning, and are linked to positive outcomes later in life” EEF Social and Emotional Learning.pdf	3, 5 & 6

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

Budgeted cost: £10,000

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	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	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. Whole school use of regulation stations and movement breaks	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: £43,755

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 2021 to 2022 academic year.

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)
- 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

We used teacher assessments, results from KS1 SATs and Year 1 Phonics screener assessments to assess performance for 2021/2022.

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 impact of disrupted learning mainly caused by Covid 19. Lost learning during 2019/2020 was most detrimental to our disadvantaged pupils and younger learners.

Overall attendance in 2020/21 was lower than in the preceding year at 94.6% (93% for PP pupils), this is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year. 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.

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.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

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

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 also commissioned a pupil premium review to get an external perspective.

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 looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

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.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.