

Pupil premium strategy for 2020-2021

Summary information of pupil premium (PP)



Name of school:	Mulbarton Primary school		
Academic year:	2020/2021	Total PP budget for year:	£57,400
Total number of pupils:	434	Number of pupils eligible for PP:	46
Average amount per pupil:	£1248	Date of next PP strategy review:	July 2021

Mission statement

Mulbarton Primary School is committed to enabling all children to achieve their best academically, emotionally and socially. Owing to the COVID pandemic, the 2020 SATs were cancelled. Therefore, we are relying solely on in-house data from teachers to determine the progress of PP children. Data from the end of the Spring term showed that 45% of PP children had a combined attainment across RWM of expected or above compared to 69% for the whole school. Progress data shows a combined score of 81% of PP children making 'good' or 'better than good' progress, compared to 91% for the whole school. We are starting to see a diminishing of the difference between PP children and non PP children across school. We are determined to continue to ensure these children make 'good' and 'better than good' progress. We have a robust intervention programme in place, which includes same day response to misconceptions. We are confident that these strategies are starting to have an impact as shown by the PP group making the greatest rate of progress out of all cohorts between Autumn 2019 and Spring 2020. By targeting this cohort with interventions last year, we were seeing a positive impact on the rate of their progress. The Nurture group will continue to support our most vulnerable children. 7% of PP children belong to the Gypsy, Roma, Traveller children and the school has a trained co-ordinator for this group.

Updates following the return to school in September 2020:

Staff RAG rated the children on the return to school for Reading, Writing, Maths and Well-being. Subsequent analysis showed that 20% of the children with an overall RAG rating of red were pupil premium – 8 children from the cohort of 46. The overall school figure was 8% (37/434).

Intervention across key stage 1 and 2 has been increased (44 extra hours) to ensure gaps in learning can be addressed promptly.

Barriers to future attainment for pupils eligible for PP

In-school barriers:	
A.	Some PP children are not making sufficient progress to enable them to attain in line with their peers.
B.	PP attainment in writing is not yet in line with peers as shown by in-house data from Easter 2020 (38% PP, 62% whole school at expected or better).
External barriers:	
C.	PP children have limited enrichment experiences owing to lack of attendance at extra-curricular clubs and peripatetic music lessons.
D.	Some PP children (35%) display low levels of well-being following COVID lockdown as shown by our RAG rating completed upon return to school in September.

Aims and outcomes

Desired outcome:		How this will be achieved:
A.	For PP children to make at least expected progress in reading, writing and maths.	PP children to access quality first teaching and targeted intervention. Termly tracking to be in place .
B	Writing outcomes for those children with PP to be in line with peers.	As a priority, PP children will be included in the regular COVID catch up interventions.
C	For an increased number of PP children to be attending extra-curricular clubs and peripatetic music lessons.	All free places offered by providers are given to PP children. School offers further free places on request to those children displaying interest and/or talent.
D	Those PP children with SEMH needs to develop a toolkit of intrinsic strategies.	Attendance at Nurture and well-being interventions which are: class based, small group and individual sessions.

How improvement will be measured:	
A.	PP children to make progress in line with their peers as shown by termly data analysis.
B.	Writing attainment and SPAG scores to be in line with peers as shown by termly data analysis.
C.	Data showing increased numbers of PP children accessing extra-curricular clubs and peripatetic music lessons.
D.	Boxall profile data collected termly and compared to baseline. Further RAG rating at the end of the academic year.

Planned expenditure

Desired outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budget	Review date	Outcomes
A. For PP children to make at least expected progress in reading, writing and maths	<p>CPD for staff, VNET and cluster meetings for English, Maths and EYFS</p> <p>Every class to have a dedicated teaching assistant to run same day individual intervention</p> <p>Year 6 Booster sessions</p>	Evidence suggests that an emphasis on quality first teaching and targeted feedback will support all pupils (EEF)	Careful selection of courses and strategies to ensure best practice is shared amongst all staff	SLT and SENCO	£25,000	July 2021	
B. Writing outcomes for those children with PP to be in line with peers	PP children to be given priority intervention through the COVID funding	Evidence suggests that small group, targeted intervention impacts positively on outcomes (EEF)	Teachers to select the children for intervention and share this with SLT. English leads to monitor delivery	SLT and English Leads	£2500	July 2021	

<p>C. Increased number of PP children to be attending extra-curricular clubs and peripatetic music lessons</p>	<p>PP children to be allocated any free places and for school to support any requests on a case-by-case basis</p>	<p>Enrichment activities enable children to widen their experiences of the world and this has been shown to impact on their life chances and outcomes</p>	<p>SLT to monitor the quality of the provisions being offered by the school and to gather pupil voice</p>	<p>SLT</p>	<p>£10,000</p>	<p>July 2021</p>	
<p>D. For those children with well-being needs to develop a toolkit of intrinsic strategies</p>	<p>The continued staffing of a Nurture group and Relaxation lunchtime club for vulnerable children Purchasing of Life Coach hours and Family Matters support</p>	<p>Clear evidence that until children's well-being needs are met, learning will continue to be affected</p>	<p>Trained staff, time to resource the teaching and observe the children. Use of the online Boxall profile to determine the needs of the children Weekly life coach sessions for identified children</p>	<p>Inclusion HLTA SLT</p>	<p>£20,000</p>	<p>July 2021</p>	