

Pupil premium strategy statement – Mulbarton Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	441
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	2023
Date on which it will be reviewed	September 2023
Statement authorised by	Natasha Hall
Pupil premium lead	Natasha Hall
Governor / Trustee lead	Adam Masterson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,160
Recovery premium funding allocation this academic year	£10,258
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£93, 418

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium funding is designed to address underlying inequalities and challenges faced by pupils who are eligible for or have previously been eligible for free school meals (FSM and Ever 6), Looked after Children (LAC), and those who have parents in the Armed Forces. We monitor outcomes for these pupils in all areas – academically, socially and emotionally, and for attendance. It is our aim that these pupils will be supported to achieve the very best outcomes they can regardless of their starting points. We aim to support not just individual children but the whole school community as we recognise that all children regardless as to whether they are eligible for pupil premium have extra needs at different times in their school life. We firmly believe that high quality teaching is the most effective way to support children academically, and this belief is substantiated by research. Our spending programme provides academic support, through the purchase of resources, and on-going staff development and training. This staff support can then be directed to those most in need. Where the approach of quality first teaching needs to be supplemented by targeted interventions, including pre-teaching, precision teaching or emotional support, we have built a robust programme led by experienced teachers, HLTAs, and by TAs. Where pupils are academically able, we have been able to support 'greater-depth' interventions.

It is our intention that all our pupils have the opportunity to participate in enriching and varied activities. We target those in receipt of pupil premium, recognising that home circumstances and finances may make it harder for them to experience certain activities outside school. For this reason, for example, we provide free and reduced-price participation in clubs, sports camps and musical instrument lessons, as well as for swimming and school trips for these pupils too.

We are committed to ensuring that all children receive the social and emotional support they need to thrive, and provide support and interventions through our nurture lead, Life Coach and Family Matters.

The principal ways in which we achieve our aims are as follows:

- Robust assessment procedures to identify need early. These include extensive use of Assessment for Learning throughout the curriculum.
- Early intervention to address need.
- Ensuring work is accessible yet challenging for all pupils.
- Regular opportunities for all staff to discuss progress, attainment and ways to support children on both an individual and common needs basis.

- Adoption of effective and proven practice of teaching phonics, reading and maths • Seeking and engaging with high quality CPD.
- Rigorous monitoring, moderation and self-evaluation procedures.
- A flexible, creative and open-minded approach to supporting children’s wider needs.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Some PP children are not yet making sufficient progress to enable them to attain in line with their peers.
2	PP attainment in writing is not yet in line with their peers as shown by in house data from July 2021.
3	A small number of PP children with SEMH needs lack sufficient intrinsic strategies to enable them to self-regulate.
4	Very few PP children attend extra-curricular clubs and peripatetic music lessons.

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
PP children to make progress in line with peers.	Termly data to reflect a narrowing of the gap between PP children and non- PP children.
Writing outcomes for those children with PP to be in line with peers.	Writing attainment and SPAG outcomes to be in line with peers as shown by in-house, termly data analysis.
PP children with SEMH needs to develop a toolkit of intrinsic strategies.	Termly RAG rating and scaling to measure impact.
An increased number of PP children to attend extra-curricular clubs and peripatetic music lessons.	Data showing increased numbers of PP children accessing extra-curricular clubs and peripatetic music lessons.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing and development of Nurture provision to include the use of interventions such as: Lego therapy, Zones of	These approaches have had positive impact on children as shown by the RAG rating. The experience of COVID has increased some anxieties which we will address through these known programmes of support.	3

Regulation and Circle of Friends to aid emotional regulation and promote social skills.		
Life coach		3

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.