

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. Due to the COVID pandemic the 2020 SATs were cancelled. Therefore, we are relying on in-house data from teachers to determine the progress for PP children. Data from the end of the Spring term showed that 45% of pupil premium 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% at or above expected 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 progress. We have a robust intervention programme in place including 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 most progress out of all cohorts between autumn 2019 and spring 2020 data drop. By targeting this cohort with interventions we were seeing a positive impact on the rate of progress. The nurture group will continue to support our most vulnerable children. 7% of pupil premium 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. This rating showed that 20% of the children with an *overall* rag rating of red were pupil premium – this is 8 children from the group of 46 children. The overall school figure was 8% which is 37 out of 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 at the beginning of the 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.	Monthly RAG rating and scaling introduced to measure impact.

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	<p>January 2021 lockdown had a significant impact – eg: no y6 booster sessions. VNET network meetings were restarted virtually during the summer term.</p> <p>TAs ran daily interventions as appropriate to needs of year group cohorts.</p> <p>In house data for summer term 2021 shows that children entitled to PP funding are still achieving below</p>

							<p>whole school. (31% Combined R,Wr,M compared to whole school 52%) Although the difference is smaller than the previous academic year by 5%, demonstrating that the gap is closing.</p> <p>Children entitled to PP funding have however improved at a much greater rate than whole school cohort from the start of the year in Reading (17% improvement in attainment in reading compared to whole school cohort).</p>
<p>B. Writing outcomes for those children with PP to be in line with peers</p>	<p>PP children to be given priority intervention through the COVID funding.</p>	<p>Evidence suggests that small group, targeted intervention impacts positively on outcomes (EEF)</p>	<p>Teachers to select the children for intervention and share this with SLT</p>	<p>SLT and English Leads</p>	<p>£2500</p>	<p>July 2021</p>	<p>During this academic year, 88% of PP children received intervention and/or catch-up compared to 63% of whole school cohort.</p> <p>While still achieving at a lower rate than whole school</p>

							<p>cohort, children entitled to PP funding made a 5% improvement in writing attainment over the course of the year. Greater rate than whole school cohort.</p> <p>Children entitled to PP funding made a 9% improvement in SPAG attainment over the course of the year. Greater rate than whole school cohort.</p> <p>Therefore the gap in writing and SPAG attainment is beginning to close.</p> <p>Interventions are closely matched to gaps in learning. Strong communication between adult delivering intervention and class teacher. Whole school Dyslexia training has increased staff confidence and awareness. Wide range of strategies and resources are used to overcome</p>
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							barriers to learning.
C.Increased number of PP children to be attending extra-curricular clubs and peripatetic music lessons	PP children to be allocated any free places and for school to support any requests on a case-by-case basis.	Enrichment activities enable children to widen their experiences of the world and this has been shown to impact on their life chances and outcomes.	SLT to monitor the quality of the provisions being offered by the school and to gather pupil voice.	SLT	£10,000	July 2021	Free spaces were taken up by PP children for rock steady. There has been a slight take up of extra curricula places by PP children but this needs to be improved RE: monitoring of quality of provision – owing to covid, we have moved monitoring of provision to AU 2021.
D For those children with well- being needs to develop a toolkit of intrinsic strategies	The continued staffing of a Nurture group and Relaxation lunchtime club for vulnerable children. Purchasing of life coach hours and family matters support	Clear evidence that until children's well-being needs are met, learning will continue to be affected	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. Weekly dance movement therapy sessions for identified children.	Inclusion HLTA SLT	£20,000	July 2021	Children entitled to PP funding made up 17% of the cohort accessing Nurture provision for the summer term. (This is a greater proportion of PP children than 12.5% PP across whole school cohort) Improved staff awareness and wellbeing resources in

							<p>each classroom. Scaling introduced to measure the impact of SEMH interventions. SEMH interventions are more closely matched to children's needs. Children's SEMH needs are identified early and appropriate intervention implemented.</p> <p>20% of children attending life coaching sessions were Pupil premium.</p> <p>33% of children accessing dance movement therapy were pp.</p>
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