

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	Mulbarton primary
Number of pupils in school	444
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Bev Theobald
Pupil premium lead	Bev Theobald
Governor / Trustee lead	James Turner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,455
Recovery premium funding allocation this academic year	£14,256
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£16,252
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£92,963

Part A: Pupil premium strategy plan

Statement of intent

Mulbarton Primary School is committed to enabling all children to achieve their best academically, emotionally and socially. Due to the COVID pandemic, the 2020 and 2021 SATs were cancelled. Therefore, we are relying on in-house data from teachers to determine the progress for Pupil Premium (PP) children. In-house data from the end of the Summer term 2021 showed that children entitled to PP funding are still achieving below whole school. (31% Combined R, Wr, M compared to whole school 52%.) The difference is smaller than the previous academic year by 5%, demonstrating that the gap is closing. 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. Eg: PP children made significantly better progress in Reading and Writing than the whole school cohort during Autumn term 2020. By targeting this cohort with interventions, we are seeing a positive impact on the rate of progress. 19% of PP children are on SEND record, which is a higher percentage than the whole school cohort. 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.

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to develop strategies for improving writing and SPAG. Ongoing regular CPD from SENDCO to identify, minimise and overcome barriers to learning for children with additional needs.	Quality first teaching has been shown to have the biggest impact on outcomes. By training staff and sharing good practice we are improving teaching and learning across school.	1 and 2
VNET and cluster professional communities.		1 and 2

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Every class to have a dedicated teaching assistant to run interventions and support quality first teaching.	The EEF toolkit supports the use of teaching assistants for targeted intervention that is delivered in small groups or one to one. Our own experience as a school is that such individualised tutoring and or intervention is best delivered by the adult in the classroom to ensure consistency of approach or a staff member who knows the children and the school.	1 and 2
Year 6 Booster sessions to take place Spring 2022.		1 and 2
PP children to be prioritised for weekly tutoring within every year group.		1 and 2

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

Budgeted cost: £22.963

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 Regulation and Circle of Friends to aid emotional regulation and promote social skills.	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
Life coach		3
Dance movement therapy		4
Funding for extra-curricular activities.	EEF toolkit shows that participation in the arts can raise educational outcomes	3

Total budgeted cost: £ 92,963

Part B: Review of outcomes in the previous academic year-shown on the template 2020-2021

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year are shown in the published outcomes on the website.