

Pupil premium strategy statement – Mulbarton Primary School

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	412
Proportion (%) of pupil premium eligible pupils	12.6%
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 and termly thereafter Latest Review – May 2025
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 (2024-2025)	£70,160
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>	£70,160

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 of their eligibility 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.
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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to develop strategies for improving writing and SPAG.	Writing strategies beginning to have an impact as shown by the monitoring of pupil progress and outcomes. MPS School Improvement Plan shows staff value the training they have received and feel it has impacted their practice.	1,2
Every class to have a dedicated teaching assistant to run interventions and support quality first teaching. PP children to be given priority intervention.	Intervention groups have continued with positive engagement. Intervention records and pupil progress meetings show measurable progress.	1,2,3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA support	Targeted interventions and support allow children to make expected progress.	1,2

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

Budgeted cost: £30,000

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	Impact is measured through some rating scale work, and tracking or behaviour, and feedback from staff.	3
Development of Nurture Nook and sensory space	Accessed by pupils every afternoon. Scaling is in place to measure impact of support received	3
PP children to be supported to take up extra-curricular activities with school supporting any requests on a case-by-case basis	Extra-curricular clubs up and running – an extended offer is available, led by school staff. Attendance at clubs is audited and personal invites offered. Pupil voice has been gathered to ensure the offer aligns with pupil interests.	4
Targeted groups of pupils are offered the opportunity to benefit from additional Forest School and outdoor learning opportunities	Pupil Voice and tracking of behaviours and feedback from class teacher shows improvement in both qualitative and quantitative ways.	1,2

Total budgeted cost: £80,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

When measuring the effectiveness of our pupil premium funding, a variety of outcomes are considered. Some of this is qualitative data, based on capturing pupil voice, parent and teacher viewpoints and rating scales. Holding termly pupil progress meetings forms part of our strategy, with our leadership team, including our SENDCo, meeting with class teachers to discuss pupil outcomes in detail.

Additionally, quantitative data is tracked to measure both progress and attainment.

In-school data shows that our pupils in receipt of pupil premium (PP), make good progress against their starting point.

Reading – 90% making expected or better progress.

Writing – 94% making expected or better progress.

Spelling and Grammar – 96% making expected or better progress.

Science – 92% making expected or better progress.

KS1 phonics screen 2023-4: 64% of PP passed the phonics screen in Y1. (81% non-PP). If children do not pass the phonic screen in Year 1, support and intervention is provided as part of our strategy to support their re-take in Y2. 100% of our PP cohort who needed to, passed their re-take test.

KS2 outcomes 2023-4:

From a cohort of 6 pupils, 17% of PP achieved the expected standard for Reading and for Maths. With an average scaled score of 95.8 for reading (whole school cohort 104.9 national 105.2) and 98.3 for maths (whole school cohort: 104.2 national 104.4)

Attendance for academic year 2023-4:

PP 90%

Non-PP 95.6%

Whole school cohort 94.7%

Evidence from Academic Year 2023-2024 showed only minimal impact on writing outcomes, despite in-school training and support and the implementation of strategies to engage target groups in writing. This led to the trial of several writing schemes. In September 2024, it was decided to become A Pathways to Write school and purchase their full writing scheme and associated resources. In January 2025, all teaching staff

received a half day training from the provider. This has impacted the quality of teaching and learning, as well as supporting consistency across year groups.

A decision was made to take full membership of VNET in the academic year 2024-2025. This allowed a variety of continuous professional development for staff. Networking opportunities and liaison with school colleagues has impacted practice. Training to support consistency of assessment strategies in foundation subjects is also reported by teaching staff to have developed and refined their practice.

In the academic year 2023-2024, considerable improvements were made in the Nurture Nook. The introduction of nursery provision onto the school site in September 2024, meant that a new location was needed for nurture provision. A brand new space has been developed, which further improves the offer available to children receiving nurture support.

Externally provided programmes

No external programmes are currently provided through Pupil Premium at Mulbarton Primary School.

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Funding received through services premium supports our core pupil premium initiatives.