

# **Pupil premium strategy statement – 2024 2025**

## This statement details our school’s use of pupil premium 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**

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| Detail | Data |
| School name | Mulberry Park Educate Together |
| Number of pupils in school | 188 |
| Proportion (%) of pupil premium eligible pupils | 23% |
| Academic year that our current pupil premium strategy plan covers | 24 - 25 |
| Date this statement was first published | November 2024 |
| Date reviewed | October 2025 |
| Statement authorised by | Sarah Phillips |
| Pupil premium lead | Sarah Phillips |
| Governor lead | Sophie Thompson |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year (24/25) | £50,320 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year (24/25)**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ |

# **Part A: Pupil premium strategy plan**

# **Statement of intent**

At Mulberry Park ET our ethos, positive relationships and high expectations are at the heart of all we do. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

Common barriers to learning for disadvantaged children, can be less support at home, low level language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

**Our ultimate objectives are:**

* To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
* For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
* To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

* Ensuring that all pupils receive quality first teaching
* Ensuring teaching and learning opportunities meet the needs of all the pupils
* Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
* When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
* We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
* Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

* Ensuring all teaching is good or better, ensuring that the quality of teaching experienced by all children is improved.
* Utilising LSAs to provide small group work focussed on overcoming gaps in learning
* 1-1 support
* Additional teaching and learning opportunities provided
* All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
* Support payment for activities, educational visits and experiences. Ensuring children have first-hand experiences to use in their learning in the classroom.
* Behaviour support (Brighter Futures and B&A panel work and support)

## **Challenges**

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

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| Challenge number | Detail of challenge |
| 1 | **SEMH -** Social, Emotional, Mental Health needs includes amongst others: Social understanding and interaction, Emotional regulation, Attention Deficit Hyperactive Disorder (ADHD), Anxiety  A high percentage of our PP pupils struggle to regulate and focus on learning due to SEMH needs. |
| 2 | **Writing**  Not all PP children are achieving age related expectations in writing. This is likely to lead to an increased gap between disadvantaged pupils and their peers. |
| 3 | **Maths**  Not all PP children are achieving age related expectations. |
| 4 | **Behaviour for Learning**  Metacognition and self regulation strategies |
| 5 | **Barriers to engagement due to financial constraints -** Financial barriers limit participation of some of our PP pupils in school events or opportunities |
| 6 | **Attendance**  Our data indicates that attendance across the school is improving however the data for pupils “persistently absent” indicates there is  room for improvement as we have a small number of PP children who have attendance less than 90% |

## **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.

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| Intended outcome | Success criteria |
| * Pupil premium pupils develop fluency in core mathematical concepts * Increased proportion of pupil premium pupils achieving age-related expectations in **maths** | * Improvement in termly maths assessments and teacher tracking data * Pupil premium pupils show increased confidence and participation in maths lessons. * Attainment gaps in maths between PP and non-PP pupils narrow |
| Increased proportion of pupil premium pupils meeting age-related expectations in **writing**. | * Pupil premium attainment in writing aligns more closely with non-PP peers * Teacher feedback indicates improved confidence and engagement in writing tasks |
| Pupils develop better emotional regulation and resilience, reducing incidents of dysregulated behaviour. | Reduction in behaviour incidents logged (e.g., exclusions, disruptions). |
| Pupils with SEMH needs engage more effectively in learning | Improved pupil engagement as measured by classroom observations and teacher feedback. |
| **Behaviour**  -Improved behaviour across the school with less behaviour incidents amongst disadvantaged pupils.  - Classroom behaviour improves, with pupils more focused and engaged. | * Reduced low-level disruptions in class as tracked by behaviour logs. * Increased participation in lessons and completion of tasks. * Pupil voice feedback shows improved attitudes toward learning and challenges. |
| All pupil premium pupils access enrichment activities and resources to support their learning. | Increased participation in trips, clubs, and enrichment activities |
| To achieve and sustain improved attendance for all pupil, particularly our disadvantaged pupils. | * Attendance data shows termly improvement, with a reduction in persistent absence * Positive feedback from families on support provided for attendance |

## **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 £32,320

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Recruitment of a Learning Mentor | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 2,3,4&5 |
| Whole staff training – SEMH needs | EEF +4  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 3, 5 & 6 |
| Whole staff training – Zones of Regulation | “Studies examining The Zones of Regulation’s impact have shown the curriculum has a positive effect on learner outcomes.” <https://zonesofregulation.com/research/> |  |
| Training for teachers – White Rose Maths | EEF – developing high quality teaching  <https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/the_tiered_approach_to_pupil_premium_spending.pdf?v=1726139801> |  |
| Staff CPD on scaffolding writing tasks and providing effective feedback |  |  |
| Invest in standardised NFER assessments. | Standardised assessments provide a straightforward way to gather the data insights needed to support pupils – gaps can be identified (individual and group) and then targeted.  <https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf> | 2 & 4 |

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

Budgeted cost: £8,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted 1:1/ small group PP interventions eg precision teaching | EEF +5  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> | 2, 3 |
| Targeted small group interventions Examples: ZoR / Social skills to support pupils with SEMH needs. Targeted academic groups such as phonics, handwriting etc | EEF+4  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 1, 4 |
| Emotional regulation group intervention sessions | EEF +4  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  Pupil’s from MPET have expressed they feel confident and enjoy working in a small group with a familiar adult. | 1,4 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)** Budgeted cost: £10,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Maths Manipulatives and Visuals: Ensure consistent access to concrete resources (counters, base ten, fraction walls) to support understanding | “Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas”<https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1734675368> | 3 |
| Subsidise costs for trips, workshops, and after-school clubs for pupil premium pupils. | Embracing all the learning opportunities found off site is an important tool to motivate children and young people to attend school. | 5, 6 |
| Activity contingency fund (enabling access to various activities eg Forest school, Art therapy, music sessions) | Some of our PP are unable to access out of school experiences or wrap around childcare (due to various reasons but often financial). | 5 |
| Development of behaviour for learning strategies | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 1, 5 |
| De-escalation conversations, use of restorative scripts to support SEMH needs and reduce challenging behaviour | EEF evidence on behaviour intervention shows targeted interventions and universal approaches have a positive overall effect of +4 months. | 1 |
| Small group Thrive/Zones of Regulation intervention sessions.  Whole school use of regulation stations, Thrive and movement breaks | EEF shows school approaches to self-regulation have a low cost but a high impact with the potential of +4 months.  Self-regulation is explicitly taught in the small group intervention but also across the whole school through use of Zones of Regulation | 1, 4 |
| Embed whole class and whole school Thrive approach (trauma-informed approach). Class Thrive targets and activities. | Impact reports: <https://www.thriveapproach.com/impact-and-research/impact-report>  EEF +4 <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 1,4 |
| Implement a clear staged system for monitoring and supporting families and children to have better attendance. | Working Together to Improve School Attendance August 2024 highlights the importance of good attendance and the steps that can be taken to improve attendance  <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance> | 6 |
| Host attendance clinics with families of persistent absentees to develop tailored action plans | <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance> | 6 |

**Total budgeted cost: £50,320**

# **Part B: Review of outcomes in the previous academic year**

## **Pupil premium strategy outcomes**

**We use a wide range of data to analyse impact of spending:**

* + End of key stage data
  + Phonics outcomes
  + EYFS data
  + Tracking Data (progress through the year based on teacher assessments and NFER assessments)
  + Intervention analysis
  + Moderation of work, outcomes of observations, learning walks

**How we monitor and review Pupil Premium Spend:**

* Pupil Premium children are discussed at all Pupil Progress meetings, where children targeted for specific help and support are identified and discussed
* In all data analysis every term, PP children are identified, and their progress monitored
* All class teachers are aware of PP children in their class and these are highlighted on their marksheets.
* interventions are monitored and adjusted as needed
* Attendance data is tracked and monitored by the school and Trust. Each term PP attendance data is monitored externally by BANES

Summer 2024 Mulberry Park ET Data:

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| **Assessment** | **% of Class** | **% of PP in class** |
| Reception GLD | 47% at GLD | 0% PP at GLD |
| Year 1 Phonics | 64% Pass | 25% PP Pass |
| Year 4 MTC | 70% full marks | 75% PP with full marks |

\*\* Not all Year 1 pupils were present for the phonics assessments

\*\* No Year 6 data as no Year 6 cohort in 2023 - 2024

The aim at MPET is for all pupils, whatever their needs and starting points, to attend well and we know many of our non-pupil premium pupils still need extra support. Our results suggest that the performance of disadvantaged pupils was lower than previous years in all areas. The outcomes we aimed to achieve were not fully realised, especially in writing. We have identified the reasons for these outcomes are primarily due to the negative impact of disrupted learning caused by Covid 19 resulting in gaps in early writing skills. Lost learning during 2019/2020 was most detrimental to our disadvantaged pupils and younger learners.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted in the years following covid. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan, which include adopting a whole school trauma-informed Thrive approach.

At MPET, we always aim to provide exceptional pastoral support to pupils and families, all our staff are committed supporting the MPET community. We hold our families in high regard, irrespective of background and staff try to develop ‘conversations,’ and a sense of belonging rather than expecting all families to behave in the same way.

# **Further information (optional)**

At MPET our pupil premium strategy is based on the following principles:

* A culture of positive relationships
* High expectations

We focus on high quality teaching; we know what goes on in classrooms and in in interventions makes the biggest difference to the life chances of all our disadvantaged pupils. We are constantly looking to refine and improve our practice, development and strategy improvement ideas are backed by research and linked to our current priorities.

Our pupils premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

* embedding more effective practice around feedback. [EEF evidence](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
* offering a range of extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

**Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF’s families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We used the [EEF’s implementation guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.