



# Pupil premium strategy statement

## Mulbarton Primary School

This statement details our school's use of pupil 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	405
Proportion (%) of pupil premium eligible pupils	11.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026 2026-2027 2027-2028
Date this statement was published	2025
Date on which it will be reviewed	November 2026
Statement authorised by	Natasha Hall - Headteacher
Pupil premium lead	Natasha Hall
Governor / Trustee lead	Adam Masterson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-2026)	£77,080
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£77,080

# 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.

We are aware that some barriers to attainment are not academic, including factors such as attendance, behaviour, mental health and adverse childhood experiences (ACES). We have introduced Zones of Regulation as a school-wide initiative from 2025, to support behavioural barriers to learning. 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.

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.

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

- Ensuring all pupils have access to high quality teaching and learning in every lesson.
- Robust assessment procedures to identify need early. These include extensive use of Assessment for Learning throughout the curriculum.
- Targeted scaffolding and intervention to support pupils who are not making the expected progress.

- Ensuring a whole school culture and provision that is supportive of disadvantaged pupils.
- Addressing non-academic barriers to attainment such as attendance, behaviour, mental health and ACES.
- Seeking and engaging with high quality CPD and understand the impact that this has for pupil outcomes.
- Rigorous monitoring, moderation and self-evaluation procedures.
- A flexible, creative and open-minded approach to supporting children's wider needs and working with parents to support this.

## Challenges

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

Challenge number	Detail of challenge
1	In some curriculum areas, a significant percentage of PP children are not yet making sufficient progress to allow them to attain in line with their peers. Expected progress in writing for PP children is 65% - which is not yet at the same percentage as for non-PP pupils (83%). Progress in Maths and SPAG is also not at the same level. Our challenge is to ensure teaching and intervention is effective, and leads to accelerated progress for PP children.
2	PP attainment in writing is not yet in line with their peers as shown by in house data. Our challenge is to accelerated progress so that this attainment gap is closed.
3	School tracking of the frequency and severity of unwanted behaviours, shows that children with a PP flag, are more likely to have a significant number of behaviour incidents recorded (22% compared to 11% of the non-PP group). A small number of PP children with SEMH needs lack sufficient intrinsic strategies to enable them to self-regulate. Our challenges here are to support emotional regulation so that behaviours are not a barrier for learning and social outcomes. Additionally, we need to ensure staff training ensures there is no bias in reporting.
4	Significantly fewer PP children attend extra-curricular clubs and peripatetic music lessons than those from non-PP groups. Pupil voice has suggested that our PP children, often do not want to spend additional time out of the home. Our challenge is to ensure there are no barriers to

	attendance, to ensure a culture of inclusivity, and that our extra-curricular offer is relevant to all pupil groups.
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## 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. Fortnightly analysis of behaviour incidents will show a positive impact on frequency and severity of incidents.
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. Pupil voice will indicate that PP children know they can access clubs they want to, and that they feel their interests are represented.

## 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.	<p>Writing strategies beginning to have an impact as shown by the monitoring of pupil progress and outcomes.</p> <p>MPS School Improvement Plan shows staff value the training they have received and feel it has impacted their practice.</p> <p>Training teachers to have a deeper pedagogical understanding of the impact of various strands of their teaching including, oracy and oral language interventions, phonics, comprehension strategies and directing interventions effectively are all evidenced by the EEF as having a positive impact on outcomes for pupils.</p>	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.	<p>Intervention groups have continued with positive engagement. Intervention records and pupil progress meetings show measurable progress.</p> <p>EEF evidence of impact:  <a href="#">Small group tuition   EEF</a>  <a href="#">Teaching Assistant Interventions   EEF</a></p>	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	<p>Targeted interventions and support allow children to make expected progress.</p> <p><a href="#">Small group tuition   EEF</a></p>	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
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Introduction of the Zones of Regulation scheme as a whole school strategy to support behaviour and to reduce barriers to learning	EEF evidence of impact: <a href="#">Behaviour interventions   EEF</a> <a href="#">Social and emotional learning   EEF</a>  School tracking of pupils with behaviour incidents.	1,2,3
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 qualitative scaling completed by pupils, and reporting by school adults. EEF evidence of impact: <a href="#">Behaviour interventions   EEF</a> <a href="#">Social and emotional learning   EEF</a>	3
Life coach	Impact is measured through some rating scale work, and tracking of behaviour, and feedback from staff. EEF evidence of impact: <a href="#">Social and emotional learning   EEF</a>	3
Development of Nurture Nook and sensory space	Accessed by pupils every afternoon. Scaling is in place to measure impact of support received. EEF evidence of impact: <a href="#">Behaviour interventions   EEF</a> <a href="#">Social and emotional learning   EEF</a>	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. EEF evidence of impact: <a href="#">Arts participation   EEF</a>	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. EEF evidence of impact: <a href="#">Outdoor adventure learning   EEF</a>	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.

**KS1 phonics screen 2024-25:** From a cohort of 5 pupils, 40% of PP passed the phonics screen in Y1. (80% 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. 75% of our PP cohort who needed to re-sit the phonic screen from the previous academic year passed their re-take test.

#### **KS2 outcomes 2025:**

From a cohort of 7 pupils, 28.6% of PP achieved the expected standard for Reading, Writing and Maths as a combined measure. 85.7% achieved the expected standard for Reading. 57.1 % achieved the expected standard in both Writing and Maths.

#### **School Progress Data 2024-25**

This is a measure of pupils making the expected progress from their starting points, measured using standardised assessments (NTS Assessments from Hodder Education) and teacher judgement (writing).

Maths PP - 82.4% Whole School – 82%

Reading PP - 90.2 % Whole School – 81%

Writing – PP - 84.3% Whole School – 81%

Our aim is to close the attainment gap for pupils, supporting them to achieve accelerated levels of progress, that is greater than would generally be expected. For our Pupil Premium cohort, the percentages achieving greater than expected progress from their starting points are:

Maths – PP 11.7% Whole School – 19%

Reading – PP 19.6% Whole School - 29%

Writing - PP 23.5% Whole School – 23%

### **Attendance for academic year 2024-25:**

PP 92.1%

Non-PP 95.6%

Whole school cohort 95.1%

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.

Mulbarton Primary School took full membership of VNET in the academic year 2024-2025. This allowed a variety of continuous professional development opportunities 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 2024 -2025, a brand new nurture provision space was developed, bringing provision from a mobile classroom space, into the body of the school building. As a multi-year programme of development, this further improved the offer available to children receiving nurture support and established provision as being a core school objective.

## **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.