

# Pupil premium strategy statement – Mulberry Wood Wharf Primary

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	30
Proportion (%) of pupil premium eligible pupils	3.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 to 24/25
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Sarah Jane Bellerby – Executive Headteacher
Pupil premium lead	Sarah Jane Bellerby – Executive Headteacher
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1385
Recovery premium funding allocation this academic year	N/A
Pupil premium (and recovery premium) funding carried forward from previous years	N/A
<b>Total budget for this academic year</b>	£1385

# Part A: Pupil premium strategy plan

## Statement of intent

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, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments have indicated that a proportion of pupils started school below the expected development phase for language acquisition. This relates to English as an additional language, speech and language needs and variances in the early exposure to language.

2	Assessments have indicated that a proportion of pupils have limited storytelling and early reading skills.
3	Observations of the pupils and fact finding from families indicates that a proportion of pupils live in flats with no access to outdoor space meaning that physical development is limited for many pupils.
3	Attendance is low for some pupils. Attendance meetings with parents have indicated that school could offer additional support with: <ul style="list-style-type: none"> <li>- healthy routines</li> <li>- behavior boundaries</li> <li>- medical/professional guidance (school nurse)</li> <li>- parent mental health support</li> </ul>

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, conversations with pupils and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Linking to the Oracy outcome above, pupils will be at the expected level for reading when assessed under the Early years assessment framework.  Phonics teaching will be robust and pupils will make accelerated progress.
Improved physical development opportunities for pupils ensuring the ELG is achieved for disadvantaged pupils	Assessments and observations show that pupils make significant progress in their physical development. This is evident when triangulated with other sources of evidence and will be evident in other areas of learning which have strong links with physical development such as writing
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.</li> </ul>

	<ul style="list-style-type: none"> <li>Parents will feel supported and be equipped with the skills to ensure their child is participating in healthy habits and attends school regularly.</li> </ul>
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## 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: **£750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk">Nuffield Early Language Intervention   EEF (educationendowmentfoundation.org.uk)</a>	1
Additional phonics sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics	2

who require further phonics support.	interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £600

Activity	Evidence that supports this approach	Challenge number(s) addressed
10 sessions for a sports coach to deliver sports provision to inspire pupils to become more active and skilled in sports. This recognises the minimal outdoor space that families must be able to participate in active sports.	The Early Years statutory framework puts Physical development as a Prime area. Physical competence is a major factor influencing social acceptance in children of all ages. The development of movement skills influences cognitive skills, memory, attention and thinking skills. <a href="#">Physical development approaches   EEF (educationendowmentfoundation.org.uk)</a>	3
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

**Total budgeted cost: £1350**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

N/A – the school opened in September 2022
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### Externally provided programmes

Programme	Provider

### Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

## Further information (optional)

In England, all pupils in reception, year 1 and year 2 receive a free school, this is funded by the government. In Tower Hamlets, the Mayor's grant pays for all pupils from Year 3 to Year 6. This means that all pupils in Primary School in Tower Hamlets do not need to pay for school meals.

This can mean that families who are eligible for 'Pupil Premium funding' do not apply because they see that their child is getting a free school meal. Mulberry Wood Wharf Primary works with families to ensure they understand how to register or check if they are eligible for pupil premium so that the school receives the funding.