

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	129
Proportion (%) of pupil premium eligible pupils	18.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25
Date this statement was published	November 2024
Date on which it will be reviewed	February 2025
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	£35,520
Recovery premium funding allocation this academic year	N/A
Pupil premium (and recovery premium) funding carried forward from previous years	N/A
Total budget for this academic year	£35,520

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.
4	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"> - healthy routines - behavior boundaries - medical/professional guidance (school nurse) - parent mental health support
5	Pupils did not achieve a GLD in the foundation stage profile and need to continue the learning journey into year one whilst working on the KS1 curriculum
6	Some pupils have dysregulated behaviour that impacts on their relationships with others and how they access teaching and learning
7	There are some parents that are hard to reach and who are less likely to partake in school events which can have an impact on pupil progress and pupil wellbeing
8	Many Pupils lack cultural capital opportunities

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	Assessments and observations show that pupils make significant progress in their physical development. This is evident when triangulated with other sources of evidence

achieved for disadvantaged pupils	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"> 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. the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers. Parents will feel supported and be equipped with the skills to ensure their child is participating in healthy habits and attends school regularly.
To improve parental engagement	<ul style="list-style-type: none"> Parents will be actively engaged in their child's learning and follow learning routines at home such as reading daily, home projects, attending give me 10, attending workshops Parents communication will be streamlined and easy for parents to access
Upskills staff in understanding a trauma informed approach and how to support pupils' mental health needs	Supporting children to <u>self-regulate</u> is a key part of educators' practice. EEF will scope the full breadth of studies that have looked at how educators can support children's development of self-regulation before settling on, if or which, aspects of self-regulation may fit within the theme of PSED. https://bit.ly/42tWcf8

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: **£3500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year One teachers to attend Thep course on Year 1 maths teaching and learning	The teacher will be upskilled in understanding how to plan teaching and learning around pupils making good or better progress	2 5
Year One teachers attending Thep course on Year 1	The teacher will be upskilled in understanding how to plan teaching	5

English teaching and learning	and learning around pupils making good or better progress	
Read Write Inc portal CPD for staff	Supports staff CPD by providing on-demand training, lesson plans, and guidance. This equips teachers with consistent, high-quality resources to enhance their phonics instruction, boosting their confidence and ensuring consistent teaching practices. Regular access to these resources helps teachers stay up-to-date with best practices, supporting sustainable development and improved outcomes for disadvantaged pupils.	5

<p>The Power of the Senses: Re-building sensory systems and supporting regulation in children impacted by early trauma</p>	<ul style="list-style-type: none"> • Gain a good understanding of the eight senses • Be able to identify and understand the impact that early childhood experiences on the senses and their development • Learn how survival modes (fight/flight/freeze/collapse) can impact the senses and the child's ability to perform everyday skills such as getting dressed, riding a bike, being in the classroom • Develop a tool-box of practical everyday strategies to help support movement and sensory regulation both at home and at school 	<p>6</p>
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Building Emotional Regulation Skills in Children & Young People	<ul style="list-style-type: none"> • Learn how to identify and understand how survival modes (fight/flight/freeze/collapse) help traumatised children and teens organise themselves around threat and danger • Gain access to a bespoke 2-part animation which can be used directly with children and families to teach them about survival modes • Develop practical skills to help build emotional regulation and emotional stabilization in children and teens in a rang of contexts • Receive a resource package exclusive to online learners with new and bespoke resources 	6

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

Budgeted cost: **£22,020**

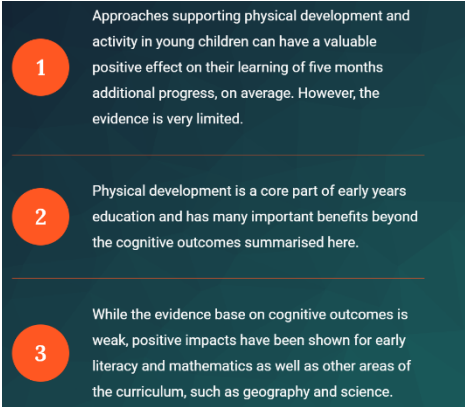
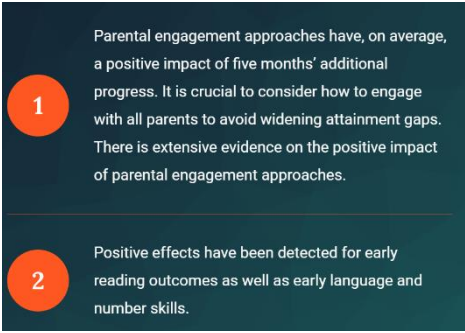
Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)	1
0.5 TA per week in Year 1 and in Year 2 - Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2

<p>Purchase Educational apps for Reading, writing and maths so that children (word and number shark) so that children have opportunities to practice skills and build knowledge beyond the core offer</p>	<p>EEF Digital Technology Summary of Recommendations.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extra curricular sports activities (dance and multisport)</p>	<p>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.</p> <p>Tower Hamlets has a high percentage of pupils who are overweight or obese</p> <p>Physical development approaches EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Private Piano/guitar and Violin lessons</p>	<p>That children are given the same opportunities as their peers if they are unable to access extra curricular activities beyond the core offer in school</p>	<p>8</p>
<p>Embedding principles of good practice set out in the DfE's</p>	<p>The DfE guidance has been informed by engagement with</p>	<p>4</p>

Improving School Attendance advice.	schools that have significantly reduced levels of absence and persistent absence.	
Booking an author visit	Children are inspired meeting an author, many children may not have the experience of meeting someone who writes and illustrates stories. It is important we build in the cultural capital and expose pupils to inspirational figures	1,2,5
soft play sessions for reception and year one	<p>Gross motor development is crucial to reading and writing development https://bit.ly/3SDnr2G</p>  <p>The infographic contains three points:</p> <ol style="list-style-type: none"> Approaches supporting physical development and activity in young children can have a valuable positive effect on their learning of five months additional progress, on average. However, the evidence is very limited. Physical development is a core part of early years education and has many important benefits beyond the cognitive outcomes summarised here. While the evidence base on cognitive outcomes is weak, positive impacts have been shown for early literacy and mathematics as well as other areas of the curriculum, such as geography and science. 	3
Creating a robust communication system between home and school to improve parental engagement – school ping	<p>https://bit.ly/3UwUzeJ</p>  <p>The infographic contains two points:</p> <ol style="list-style-type: none"> Parental engagement approaches have, on average, a positive impact of five months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is extensive evidence on the positive impact of parental engagement approaches. Positive effects have been detected for early reading outcomes as well as early language and number skills. 	7

Total budgeted cost: £35,520

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for 2023-24 academic year				
Pupils achieving a Good Level of Development (GLD) Reception 2023-2024				
All pupils	71%			
PP pupils	29%			
Year 1 cohort 2023-24	Reading	Writing	Maths	Phonics screening
All	76.6%	76.6%	76.6%	93%
PP (9 pupils)	44%	44%	44%	77.7% 7/9 passed
PP (non Sen)	57%	57%	57%	85.7% 6/7 passed
Girls	83.3%	83.3%	91.6%	100%
Boys	72.2%	72.2%	77.7%	88.2%

Externally provided programmes

Programme	Provider
Nuffield Early language Intervention	Nuffield foundation programme

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.