Pupil Premium Strategy Statement for Mulberry Canon Barnett 2024-25

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	152
Proportion (%) of pupil premium eligible pupils	42%
Academic years that our current pupil premium strategy plan covers	2024-25 2025-26 2026-27
Date this statement was published	Autumn term 2024
Date on which it will be reviewed	Autumn term 2025
Statement authorised by	Anita Croft
Pupil premium lead	Anita Croft
Governor/Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£121,000

Part A: Pupil premium strategy plan.
Statement of intent

At Mulberry Canon Barnett we have high expectations for all our children. We work collaboratively with pupils, parents, staff and our trustees to ensure that our children achieve academic success and enjoy the benefits of a broad and exciting curriculum. Many of our families experience financial disadvantage and we recognise the negative impact that this can have on children. The Pupil Premium fund is given to us to help address that disadvantage within our School.

Children in receipt of Pupil Premium are supported throughout their years at Mulberry Canon Barnett to ensure that they acquire a firm base of learning as well as a wealth of opportunities to interest, inspire and enthuse.

In order to make the most informed decisions when spending our additional funding we use research evidence such as the EEF–Education Endowment Foundation, as well as evidence from our own experience. This combination enables us to maximise the impact of the funding in the achievements, experiences and enjoyment of pupils.

The EEF identified a number of key principles in tackling the negative impact of disadvantage. They suggest a tiered plan for pupil premium spending which fits with our approach at Mulberry Canon Barnett:

High Quality Teaching – we employ and develop high quality teachers, invest in professional development, training and support through the Mulberry Schools Trust and Tower Hamlets Local Authority, THEP, E1 Partnership, Country Trust and Toynbee Hall to ensure effective teaching in all classes is a top priority for our pupil premium spend due to its benefits for all pupils.

Targeted academic support – we identify individual needs of the children and implement small group or 1:1 interventions with teachers, specialist professionals such as speech and language therapists or teaching assistants. This is an effective way to support learning, build confidence and close gaps.

Wider strategies – we provide an equality of opportunity for all through the variety of extra curricular trips, visitors and experiences we offer. This helps to develop children's cultural capital, their knowledge and understanding of the wider world, and often impacts positively on the social, emotional and behavioural progress of pupils.

Our approach to disadvantaged children within our School is responsive to whole school challenges as well as the needs of individual pupils. The approaches we have adopted complement each other to help pupils excel. In order to ensure the effectiveness of our plan we:

- Provide high quality teaching and teaching support. Disadvantaged children and non disadvantaged children are challenged and supported in their academic achievements. This ensures high aspirations and expectations from both staff and pupils themselves.
- Implement high quality interventions by skilled and well trained staff who enable any underachievement to be addressed through small group or individualised learning sessions.

- Offer a full curriculum which is enhanced by a range of visitors and trips widening children's experiences and heightening their interest encouraging them to become aspirational for their future.

Challenges

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

Challenge number	Detail of challenge
1	Improve the attendance of PP pupils
2	Improving the behaviour of children and developing a culture for learning
3	Development of accurate and robust assessment
4	Increasing the vocabulary used in spoken and written work
5	Further improving writing skills
6	Increase fluency in reading and confidence and success in comprehension
7	Further developing Maths problem solving and reasoning
8	Specialised interventions for PP pupils with SEND

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 attendance of PP children	PP children in school at least 95% of the school year and arriving on time each day
Improved behaviour of children creating a culture of learning within school	Children are ready for learning and enthused by teaching. They show respect towards all members of the school community and responsibility for their own actions
An accurate and robust assessment schedule through the year	Termly pupil progress meetings with senior leaders inform and help plan specific interventions to enable rapid progress of children
Children use a broader vocabulary	Children are able to express themselves more clearly and use a widened vocabulary to enhance spoken and written work
Writing outcomes for PP children are improved	PP children make good or better progress in writing with an increased proportion achieving the expected level by the end of KS2

Comprehension exercises are more successfully undertaken by PP children	PP children will make good or better progress in reading with an increased proportion achieving the expected level by the end of KS2
Maths problem solving and reasoning across the School improves for PP children	Improved problem solving and reasoning in maths work across the School and improved outcomes for PP children at the end of KS2
Rapid progress made by children through a system of interventions	PP children to show progress in work and end of KS assessments. Intervention programmes to have been evaluated and adjusted where needed as a result of detailed analysis

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased subject release time for English and maths leaders	EEF Teaching, Learning Toolkit	3,4,5,6,7,8
Weekly primary consultant investment	EEF Teaching, Learning Toolkit	3,4,5,6,7,8
Membership of THEP including Oracy Hub	EEF Teaching, Learning Toolkit	4,5,6,8

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

Budgeted cost: £51,000

Speech and language interventions	EEF Teaching, Learning Toolkit, previous school experience	1,2,3,4,5,6,8

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher running Targeted interventions run by SENCo	EEF Teaching, Learning Toolkit, previous school experience	1,2,3,4,5,6,7,8
interventions across the school Autumn term		1,2,3,4,5,6,7,8
Targeted interventions run by TAs	EEF Teaching, Learning Toolkit, previous school experience	1,2,3,4,5,6,7,8

Resources to enhance learning across the curriculum	EEF Teaching, Learning Toolkit, previous school experience	1,2,3,4,5,6,7,8

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of additional admin staff for increased attendance calls, meetings and workshops	EEF Teaching, Learning Toolkit, previous school experience	1
Schools counselling partnership weekly work with selected pupils	EEF Teaching, Learning Toolkit, previous school experience	1,2,4,8
Class trips and residential stays	EEF Teaching, Learning Toolkit, previous school experience	1,2,4,5,6,7,8
Visitors to the school	EEF Teaching, Learning Toolkit, previous school experience	1,2,4,5,6,7,8

Total budgeted cost: £ 121,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

12 PP pupils in year 6 2023-24.

22 pupils in total

Outcome: Improve attainment in writing, improve attainment in reading

At Key Stage 2 our **pupil premium children** achieved as follows:

Reading: 75% achieved expected standard.

Writing: 42% achieved expected standard.

Maths: 75% achieved expected standard.

SPAG: 66% achieved expected standard.

Our **Year 6 children** as a whole achieved as follows:

Reading: 68% achieved expected standard. National average was 74%.

Writing: 50% achieved expected standard. National average was 72%.

Maths: 82% achieved expected standard. National average was 73%.

SPAG: 72% achieved expected standard. National average was 72%.

This year our focus is to ensure our children leave Mulberry Canon Barnett ready for the next stage of their academic journey.

As we begin a new pupil premium strategy we need to ensure outcomes and attendance remain a high priority and the limited progress made in these areas in previous years is addressed offering children the opportunity to improve their life chances going forward.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Phonics	Read, Write, Inc
Reading	Reading Plus
Maths	White Rose
Raising Standards	Pixl