This statement details our academy's use of pupil premium funding, for the 2026 to 2027 academic year, 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.

Academy Overview

Detail	Data
Academy name	Mulberry Baird Primary
Number of pupils in the academy	254
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025-26 2026-27 2027-28
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Carly Vass
Pupil premium lead	Carly Vass

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,101.26
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£222,101.26

Part A: Pupil Premium Strategy Plan
Statement of Intent

At the heart of Mulberry Baird Primary is a clear and unwavering purpose: to motivate and inspire every child to thrive, through rich opportunities which challenge education and social disadvantage. We are committed to striving for excellence in all that we do and to being a community that is courageous and innovative. We deliver an ambitious curriculum to all pupils ensuring that our pupils are equipped with rich knowledge that prepares them for their future.

We recognise that we serve an area of significant deprivation and that our curriculum needs to be well planned, progressive, knowledge-rich and offer wide opportunities to develop our pupil's cultural capital and broaden their horizons.

We understand that not all pupils who receive free school meals will be socially disadvantaged and that conversely those who do not receive free school meals may also be subject to social disadvantage, but believe that our provision should be tailored to meet the needs of all learners.

We ensure that our universal provision is highly inclusive and offers high levels of scaffolding so that all pupils can access the aspirational curriculum. Targeted provision is also made for our vulnerable pupils, ensuring that these interventions are based on accurate assessment and a clear understanding of pupils' starting points, as well as their barriers to learning.

Our overarching objectives for disadvantaged pupils are:

- To ensure that our pupils have positive mental health and wellbeing and feel happy and empowered and eager to learn.
- To ensure that our pupils attend school regularly and understand the benefits of education.
- To ensure that our disadvantaged pupils make accelerated progress and therefore narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers nationally.
- To ensure that all pupils are aware of how they learn best and are actively able to identify strategies to support their learning.

To achieve these objectives, we will:

- Ensure that the curriculum is aspirational for all pupils and that teaching and learning opportunities meet the needs of all pupils. We will ensure that all teaching is good or better.
- Ensure that accurate assessment is completed and the needs of pupils are accurately identified
- Provide high-quality staff training so that all staff are well-equipped to meet the needs of all pupils
- Ensure that barriers to learning are identified and actions taken to address these, both within the home environment and the school environment
- Provide high-quality support for pupils social, emotional and mental health within a supportive and nurturing environment

Pupil Premium funding is allocated following a needs analysis which identifies priority groups and individuals. The limits of the funding and resources means that some children who are eligible for Pupil Premium funding will receive additional support when their need is identified. In addition, pupils who are identified as socially disadvantaged and who do not directly receive Pupil Premium funding may also have additional support to meet their needs.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance** High levels of pupil persistent absence, especially for disadvantaged pupils, means that often pupils miss valuable learning time which impacts on their acquisition of knowledge. An increased percentage of disadvantaged pupils have poor attendance, compared to their non-disadvantaged peers. In addition, parents often have poor support networks and poor attitudes towards education, having had poor experiences themselves.
2	**Speech, Language and Communication Needs (SLCN)** Mulberry Baird has a significantly high proportion of pupils who have under developed oracy skills, which has a direct impact on later attainment. A high percentage of disadvantaged pupils enter the academy with significant gaps in their speech, language and communication skills. This impacts on all areas of the curriculum as these pupils do not have age-appropriate receptive or expressive language. In addition, many of our disadvantaged pupils have impoverished vocabulary, which is a direct indicator of future attainment. There is also direct evidence that the Covid-19 pandemic has negatively impacted pupils' SLCN - https://www.bbc.co.uk/news/education-63373804 across the UK.
3	**Social, Emotional and Mental Health Difficulties** In recent years, we have seen a significant decline in both the mental health of our parents and the mental health of our pupils. Poor pupil mental health is often communicated in a behavioural response. Poor access to services, means that pupils and parents are often unable to access the support they need. In addition, an increasing proportion of pupils with mental health difficulties means that the resources locally to support are ever-more stretched. Whilst the academy has an Education Mental Health Support Practitioner, as well as a number of mental health first aiders, alongside a nurturing environment and a therapeutic behaviour policy, which supports pupils to feel safe, a number of our pupils have significant difficulties with their social and emotional development, alongside their mental health. This means that they are often not ready to learn and require significant intervention to ensure that there are emotionally regulated to enable them to access learning.
4	**Lack of Reading at Home / Poor parental engagement with learning at home** A high number of pupils are not heard read at home regularly. A few are not heard read at all. There is also poor parental support for home learning. A high number of pupils have limited support for home learning, and some do not complete it at all. Parental attendance at learning-based engagement events is poor. Poor parental standards of literacy and numeracy affect their access to services and their capacity to support their child with academic concepts. Also, a significant number of parents have underachieved in their own education and have low standards of literacy or numeracy, as well as poor
5	**Lack of Access to Wider Opportunities** Opportunities for wider experiences out of school are limited. Local free resources such as museums, library, beach and country park tend not to be accessed. Opportunities for visits to non-local areas are extremely limited. This has a significant impact on pupils' aspirations and knowledge of the wider world. Increases to the cost of living also impact on our families' capacity to access wider opportunities. The greater the increase in transport costs, as well as basic cost of living costs, the less opportunities our pupils will have to broaden their horizons outside of school.

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
To provide high-quality universal provision which addresses the needs of all disadvantaged pupils and enables all pupils to make at least expected progress in reading, writing and maths and achieve in line with national averages at the end of KS2. To provide targeted catch-up in reading, writing, maths and phonics so that disadvantaged pupils make accelerated progress and narrow the gap to age-related expectations.	Teaching for all pupils will be good or better. All pupils will access an aspirational curriculum that enables disadvantaged pupils to make accelerated progress from starting points. An increased percentage of disadvantaged pupils will achieve the GLD at the end of Reception and the expected standard at the end of KS2. The progress measure at the end of KS2 will be in line with national averages for disadvantaged pupils. Disadvantaged pupils will perform in line with national averages in the phonics screening check. All pupils will attend off site visits and enrichment opportunities which enhance the curriculum.
To ensure that all pupils develop age-appropriate reading skills. To work with parents and carers to promote reading at home.	Disadvantaged pupils will perform above disadvantaged pupils nationally and have a positive progress score at the end of KS2. An increased percentage of disadvantaged pupils will achieve the phonics screening test. Parents and carers of disadvantaged pupils will attend reading drop-ins.
To ensure that pupils develop age-appropriate speech, language and communication skills and that speech and language difficulties do not act as a barrier for curriculum access and achievement.	Pupils on the speech and language caseload will make progress against management plan targets. Provision from speech and language reports will impact on attainment in the classroom. Provision in classrooms will support pupils with SLCN to access the aspirational curriculum and be able to communicate their needs. Language Link data will show progression. Fewer children will require intervention for SLCN difficulties in Year 4.
To work with parents, pupils and wider agencies, using relationship-based practice, to understand and overcome barriers to attendance for disadvantaged pupils.	Attendance of disadvantaged pupils will improve and fewer disadvantaged pupils will be persistently absent. Overall attendance will show a rising trend for all pupils and disadvantaged pupils. Parents will feel supported to address attendance concerns. Lateness will decrease for all pupils and disadvantaged pupils.
To ensure that our pupils are emotionally ready to learn and that their mental health does not act as a barrier to learning.	There will be decreased incidents of pupils showing emotional dysregulation. Pupils will have improved self-esteem and confidence in their learning.

	Lesson observations will demonstrate pupils who are happy, safe and empowered to learn.

Activity in this Academic Year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000 – although most activity is provided through senior leaders who are excluded from the Pupil Premium budget.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance opportunities to develop pupils' oracy to support their later writing and attainment through: Development of the oracy strategy both in lesson time and more widely through the whole school e.g. family dining. CPD for all staff linked to oracy in maths, reading, writing and foundation subjects. Additional planning support and team teaching to promote and widen the use of oracy. After school clubs tailored to promote opportunities for oracy. **Embed the teaching of vocabulary, linked to the oracy strategy, to narrow the vocabulary gap between disadvantaged pupils and their peers.**	The Literacy Trust identified the importance of oracy and the direct link between oracy and attainment - https://literacytrust.org.uk/training-and-workshops/developing-oracy-in-key-stage-1-and-key-stage-2/ The EEF identified a +6 months impact from oral language intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Vocabulary is a strong predictor of academic and reading success (DCSF, 2008 from Biemiller, 2003) Lack of vocabulary underlies academic failure for many pupils especially those from socially disadvantaged backgrounds (Block & Magieri, 2006)	2 5
Develop universal provision to support the needs of pupils with SLCN in all lessons through: High-quality CPD for all staff to enable them to understand how speech and language difficulties impact on pupils in the classrooms and the effective strategies to support these pupils.	EEF identified +6 months impact of approaches that developed oracy and speaking and listening skills. Oral language interventions | EEF (educationendowmentfoundation.org.uk)	2 4

Modelling of scaffolding and strategies to support these pupils to access the aspirational curriculum. Monitoring of these strategies to identify impact.		
Further develop individual teachers to ensure the high-quality teaching of all disadvantaged pupils through: Coaching and mentoring for teachers to improve delivery and ensure that strategies to scaffold learning are appropriate. Focus on engaging lessons in CPD, which promote high levels of knowledge acquisition through high levels of pupil engagement. Delivery of high-quality CPD for teachers focused on adaptive teaching and removing barriers to learning. Delivery of high-quality CPD for all support staff. Work with Tor Flynn and the EIP to provide CPD and support for teachers to address under performance and change mindsets. Prioritisation of reading with an understanding that reading opens doors to the rest of the curriculum – provision from a specialist teacher of catch-up and keep-up interventions to ensure that pupils do not fall behind.	EEF Guide to Pupil Premium identifies teaching as the highest priority - Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk) with a clear focus on improving teaching, training and support for teachers. EEF identified the significant impact of phonics interventions (+5 months) Phonics | EEF (educationendowmentfoundation.org.uk) and reading comprehension strategies (+6 months) Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) to develop pupil progress.	1 2 4
Provide additional expert CPD for teachers and support staff to enable improved universal provision for all pupils and detailed understanding of complex needs. Work with the EIP to focus on strategies to break down barriers to achievement. Teachers will plan individual actions in their classrooms to target under achievement.	EEF Guide to Pupil Premium identifies teaching as the highest priority - Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk) with a clear focus on improving teaching, CPD, training and support for teachers.	2 4

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

Budgeted cost: £132,510.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide targeted intervention for pupils with social, emotional and mental health difficulties to ensure that they are ready to learn in their mainstream classrooms through: A nurture group and an errorless learning provision. A whole school ethos underpinned by the principles of nurture and a therapeutic behaviour policy. Implementation of social skills interventions e.g. Talk About and interventions to support management of anxiety e.g. Worry Busters / Boris Increased numbers of ELSA trained staff and Mental Health First Aiders.	Queens University, Belfast were commissioned by the DfE to undertake an evaluation of nurture groups and examine the impact of 30 funded provisions. They found clear evidence to support the approach – details at https://www.education-ni.gov.uk/publications/impact-and-cost-effectiveness-nurture-groups-primary-schools-northern-ireland-executive-summary EEF identified moderate impact (+3 months) of social and emotional interventions Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	3
To provide speech and language therapy to a caseload of pupils with significant speech, language and communication difficulties through: Implementation of thorough assessments of speech, language and communication needs. Delivery of speech and language therapy for a caseload of pupils. High-quality staff CPD to develop and promote universal communication friendly strategies.	EEF identified +6 months impact of approaches that developed oracy and speaking and listening skills. Oral language interventions | EEF (educationendowmentfoundation.org.uk) Clear evidence for the provision of Speech and Language Therapy from Evidence based pathways to intervention for children with Language Disorders_accepted version 7.pdf (stir.ac.uk)	2
To provide targeted teaching and individualised instruction for pupils with English as an Additional Language to enable development of vocabulary and literacy skills.	EEF identified +4 months impact of individualised instruction - Individualised instruction | EEF (educationendowmentfoundation.org.uk)	2 4
To provide targeted reading interventions for a caseload of pupils through: High quality CPD for both teaching and support staff delivered by the Reading Recovery Teacher as a reading expert Provision of Reading interventions, ensuring keep up and catch up provision.	EEF identified +7 months impact for reading comprehension interventions. Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	4

Provision of reading interventions by specially trained TAs.		

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

Budgeted cost: £79,591

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a Safeguarding Officer to provide parental support, improve attendance and improve engagement with parents.	EEF identified evidence that positive parental engagement impacts positively on pupil outcomes (+4 months) - Parental engagement | EEF (educationendowmentfoundation.org.uk).	1 3 5
Provision of targeted breakfast club places to ensure children are well-equipped to start the day and as an attendance strategy.	The DfE attendance toolkit suggests a positive softer start to the school as a strategy to break down barriers to attendance.	1 5
Provision of resources and wider opportunities to support pupils to feel ready to learn e.g. uniform, alarm clocks and to access opportunities to enhance their cultural capital e.g. educational visits.	The EEF found limited evidence that provision of school uniform supports pupils however this is often a barrier to attendance for our pupils and therefore something that a small pot of money is allocated to. In addition, money is allocated to support pupils engaging in wider opportunities that would otherwise not be available.	1 3 6
Provision of Social, Emotional and Mental Health support and a trained Emotional Literacy Assistant to provide emotional support for pupils who have suffered trauma and who require additional support to be ready to learn.	EEF identified moderate impact of social and emotional interventions as detailed at Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	3
Provision of an Attendance Officer to promote positive attendance amongst pupils and implement Attendance Improvement Agreements for pupils who are considered persistently absent.	Pupil attendance is a significant priority for us as if pupils are not in school, they are unable to learn. Data shows the direct link between attendance and attainment - https://ffteducationdatalab.org.uk/2026/06/key-stage-2-attainment-lifetime-absence-and-context/	1

Total budgeted cost: £222,101.26

Part B: Review of Outcomes in 2025-26
Outcomes for Disadvantaged Pupils

EYFS Data

Within this cohort, there were 32 pupils, 17 of whom were disadvantaged (53% of pupils). Of these 17 pupils, 12 also had SEN therefore 71% of the disadvantaged pupils also had a SEN need. 19 pupils in total had SEN (59%). The cohort also had a high proportion of complex SEN pupils with 25% (8 pupils) having an EHCP – the majority of SEN pupils were also disadvantaged.

At the end of EYFS, our outcome data was as follows:

	Communication and Interaction	Physical Development	Personal, Social, Emotional Development	Good Level of Development (GLD)
All pupils	50%	72%	56%	47%
Disadvantaged pupils	35%	65%	47%	35%
Non-disadvantaged pupils	67%	73%	67%	60%

Our high proportion of pupils with EHCP, who are mostly disadvantaged as well, had extremely low starting points. If these children are removed from the data, our GLD data rises to 63%, with 50% of disadvantaged pupils achieving the GLD, compared to 75% of non-disadvantaged pupils.

Disadvantaged pupils within our EYFS have extremely low starting points but make strong progress across our EYFS provision, with a significant focus on developing early communication and language skills. Moving forward we will continue to focus on the specific areas to further narrow the gap for disadvantaged pupils at GLD.

KS1 Data

At the end of Year 1, our phonics outcome data was as follows:

	Phonics Screening Pass
All pupils	75%
Disadvantaged pupils	43%
Non-disadvantaged pupils	100%

Phonics shows a rising trend for all pupils however there remains a gap between the attainment of disadvantaged pupils and their non-disadvantaged peers. Moving forward we will focus on increased gap analysis, using the Sounds Write diagnostic tool to ensure that children keep-up and require less catch-up intervention. This will be enhanced by twice daily Sounds Write teaching as well as intervention for the most vulnerable disadvantaged pupils to ensure the gap is further narrowed.

Y4 Multiplication Check

	Average Point Score
All pupils	13.7
Disadvantaged pupils	15.5
Non-disadvantaged pupils	11.8

The attainment of all pupils in the MTC showed an increase on 2025-26 however remains lower than national averages. Moving forward the school will further focus on times tables and fluency in maths through 2026-27.

KS2 Data
This cohort consisted of 42 pupils. 69% of pupils were disadvantaged and 33% of pupils had SEN.

At the end of Key Stage 2, our attainment data was as follows:

	Reading	Writing	Maths	RWM
All pupils	81%	62%	64%	48%
Disadvantaged pupils	78%	59%	63%	48%
Non-disadvantaged pupils	87%	73%	60%	47%

Attainment for disadvantaged pupils in reading was significantly above national averages, demonstrating our relentless focus on reading and the impact of our pupil premium spend on reading outcomes.

At the end of KS2 our progress data was as follows:

	Reading	Writing	Maths
All pupils	+5.6	+0.7	+0.2
Disadvantaged pupils	+3.3	+0.3	-0.9

The impact of our relentless focus on reading and the allocation of pupil premium funding can be seen with progress for disadvantaged pupils being significantly above national averages (national average is 0). Progress data in writing in maths for all pupils and disadvantaged is close to national averages but we recognise there is more work to be done to ensure accelerated progress in these areas.

Moving forward, the academy continues to focus on attainment for all pupils, especially those disadvantaged in writing and maths to further impact the combined measure. In addition, the academy needs to focus on narrowing the disadvantaged gap in maths.

General
Pupil attendance remained a challenge throughout 2025-26 although data shows improvements. There continues to be a significant number of families where mental health and poor access to services impact their ability to bring their child to school.

Overall pupil attendance increased from 90.95% in 24-25 to 92.73% in 2025-26.

Persistent absence reduced from 25.7% in 2024-25 to 22.4% in 2025-26.

Attendance continues to be a significant focus within the school improvement plan for 2026-27.

Throughout the course of 2025-26, more than 400 interventions were delivered by the Inclusion Team to disadvantaged pupils. This supported the outcome data above. The Inclusion Team focus on early intervention, as well as reading and phonics and the impact of this is therefore evident in the data.

Externally Provided Programmes

Programme	Provider
Language Link	Speechlink Multimedia Ltd
Speech Link	Speechlink Multimedia Ltd
Star Reader and Star Maths	Renaissance Learning

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A – no Service Premium received
What was the impact of that spending on service pupil premium eligible pupils?	N/A – no Service Premium received