

The Pupil Premium Strategy – Mulberry Academy Shoreditch 2018-19

The attainment gap between pupils from deprived backgrounds and their more affluent peers is well documented through all stages of education. In fact, after prior attainment, deprivation is the single most important factor in predicting a child's future life chances. Even the highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by the end of Key Stage 1 (KS1) and the likelihood of a pupil eligible for FSM achieving the expected levels of progress are one third those of a non-FSM pupil. The gap continues to widen through Secondary Education and persists into Higher Education.

Pupil Premium 2018/19

At Mulberry Academy Shoreditch approximately 73% of students were in receipt of Pupil Premium in 2018-19.

The amount of funding we received in 2018-19 was £582,032 (Inclusive of catch up fund £6,486) from April 2018-March 2019

Year Group	% of PP
7	63%
8	71%
9	82%
10	76%
11	70%

Removing the Barriers and Diminishing the Difference

At MAS we are proud of the achievement of our disadvantaged students. For the last 7 years at MAS, disadvantaged students have performed significantly higher than disadvantaged students nationally and above ALL students; a testament to our commitment to inclusion and opportunity for all students. A key part of our ethos is to give all students and staff opportunities and experiences that are truly life changing. This is amply demonstrated by four entitlements that underpin our mission at the academy;

- Ensuring academic achievement is outstanding; promoting motivation, drive, ambition, perseverance and resilience in our students.
- Providing students with creative and cultural experiences to enrich their lives and build confidence, optimism, conscientiousness, curiosity and focus.
- Improving students' quality of life and well-being; developing honesty, integrity and dignity.
- Encouraging students to create positive change, developing tolerance, respect, neighbourliness and community spirit.

At MAS we firmly believe that students should be treated as individuals and that strategies for tackling under achievement need to be specific and personalised. We recognise that some trends exist amongst disadvantaged students, which can present as barriers to their learning but these are assessed on a group by group and student by student basis. From our reading of external research and our own findings, we know that the following can be barriers;

1. Limited Literacy levels
2. Parental understanding and challenge
3. Limited access to language
4. Narrow experience of life outside school
5. Access to home working space
6. Role models from disadvantaged backgrounds

We identify the needs of our PP students in many different ways, some of these are through academic means of assessment and some are social.

We never confuse eligibility for the Pupil Premium with low ability, and focus our support on our disadvantaged pupils to achieve the highest levels. The more able disadvantaged students achieve well at MAS and always remain a focus group for us.

We are incredibly proud to say that since the Pupil Premium was introduced MAS have always had above national results, for all students, for PP students and there is a small gap between their progress made and their non-disadvantaged counterparts. The academy was recognised in 2017, by the DFE, as one of the top performing in the region, in terms of outcomes for disadvantaged pupils.

From 2015-2018, Pupil Premium students have achieved in the top quintile, nationally, for progress 8.

External results

Progress 8 for PP Students	2017	2018	2019 ¹
Mulberry Academy Shoreditch	+0.32	+0.22	-0.06
National	-0.33	-0.40	-0.35
National non PP	+0.11	+0.13	+0.15

Progress 8 for PP Students ¹	English	Maths	EBACC	Open
Whole cohort	+0.39	+0.13	+0.02	-0.39
PP Students	+0.32	+0.00	-0.05	-0.41

The Pupil Premium and Year 7 Catch Up funding is spent in an integrated and targeted way to ensure students receive the opportunity for additional support and access to learning opportunities. We have chosen classroom approaches and intervention strategies which are based on recent research, but more importantly projects that we know work for our students. We have used research from the Sutton Trust and the DFE when selecting our strategies and interventions. The progress of our students is monitored throughout the year at each tracking assessment point and our strategies are monitored for their effectiveness and impact.

¹ Figures taken from SISRA. For National figure Collaboration data is used

Pupil Premium Funding

Year	Pupil premium	Year 7 Catch up	Total
2016/17	584,205	9,135	593,340
2017/18	601,515	9,189	610,704
2018/19	575,546	6,486	582,032

Pupil Premium Funding

How it was spent in 2018/19	Approximate cost	Ensuring it is implemented well	Staff lead/Year group	Evaluation	Lessons learned for moving forward	Continuing in 2018/19 Y/N
<p>Enrichment: Arts and Culture Trips</p> <p>Rationale:</p> <p>The Academy strives to provide a varied and stimulating education for all children, and well directed educational visits that enrich the learning experience, illustrate subjects in a different setting, or provide new educational experiences, are a major contributor to this aim.</p> <p>One of the main barriers for our PP students is a limited experience of life outside school and their cultural capital. By offering educational visits , with an emphasis on the Arts , this improves our student’s cultural capital</p>	8,500	Activities must always have clear objectives, whether these are directly related to learning in the curriculum or to wider aims of enrichment and breadth of experience. Furthermore, the cost will always be a key consideration in planning to ensure that all school visits offer good value for money	AVP in charge of trips Head of drama	Trips have be pivotal in developing students cultural capital Reward trips for attendance and punctuality have maintained the Academy’s high attendance figures	Successful trips will continue in to 2019-20	Yes

Trips are also offered as rewards.						
<p>Enrichment: Arts and Culture Music Service Level Agreement Thames</p> <p>Rationale: In some cases, specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.</p> <p>However, our main objective is to ensure that all learners leave us culturally enriched regardless of socio economic factors.</p>	15,861	Review of student sign up and completion of music exams	<p>Head of Music</p> <p>Peripatetic teachers</p> <p>All year groups</p>	<p>78 students take music lessons, 58 are PP students.</p> <p>The students range from year 7 -11 and take part in a range of musical enrichment activities</p>	<p>Place more emphasis on music exams across all years.</p> <p>Improve uptake of instrument lessons in years 12 and 13</p> <p>Increase performance opportunities by having, at least half termly, show cases of Music and regular assembly performance.</p> <p>House music events</p>	<p>Yes</p> <p>Review termly</p> <p>Review termly</p>
<p>Enrichment: Rewards Rewards To include: Principal's Awards The Nobels – celebrating excellence in science and maths Celebrating difference – celebrating inclusion</p>	4,993	Communicating the rewards ceremony well to students and parents. All staff to be involved with nominations of students and	<p>Principal</p> <p>Heads of department Science, Maths and inclusion</p> <p>All year groups</p>	Rewards improve student motivation and improve parental engagement	<p>Celebrations will continue in to 2019-20</p> <p>Potentially increase the celebration events across other subjects</p>	<p>Yes</p> <p>Review termly</p>

<p>Celebrating achievements through Year groups</p> <p>Rationale: There are vast studies showing the impact of reward and motivation on student achievement/academic performance.</p> <p>Celebratory evenings and events improve parental engagement and encourage understanding and challenge</p>		<p>awards to span all year groups.</p>			<p>Celebrations will also be linked to the new House system</p>	
<p>Enrichment: Trips and visits</p> <p>Rationale: The Academy strives to provide a varied and stimulating education for all children, and well directed educational visits that enrich the learning experience, illustrate subjects in a different setting, or provide new educational experiences, are a major contributor to this aim.</p> <p>One of the main barriers for our PP students is a limited experience of life outside school and their cultural capital. By offering educational visits this improve our student's cultural capital</p> <p>Trips are also offered as rewards.</p>	<p>8,391</p>	<p>Activities must always have clear objectives, whether these are directly related to learning in the curriculum or to wider aims of enrichment and breadth of experience. Furthermore, the cost will always be a key consideration in planning to ensure that all school visits offer good value for money</p>	<p>AVP in charge of trips All year groups</p>	<p>Trips have be pivotal in developing students cultural capital</p>	<p>Successful trips will continue in to 2019-20</p>	<p>Yes</p>
<p>Enrichment: Trips and visits Duke of Edinburgh</p> <p>Rationale: To give students the experience of an outdoor adventure.</p>	<p>2,179</p>	<p>DofE coordinator appointed</p>	<p>DofE coordinator Years 9 and 10</p>	<p>42 students took part in Bronze DofE and 31 (74%) of these</p>	<p>Many students undertook Bronze and Silver.</p>	<p>Yes</p>

<p>Studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress</p>				<p>students were PP</p> <p>44 students took part in Silver DofE and 29 (66%) of these were PP</p>	<p>Improve uptake of silver and gold</p> <p>Introduce gold at sixth form</p>	
<p>Intervention: Breakfast club</p> <p>Rationale: Research from the Education Endowment Foundation shows that breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results.</p>	<p>12,210</p>	<p>Breakfast available between 7:30 and 8:15.</p> <p>Catering to track numbers to ensure appropriate food is provided</p>	<p>Catering</p> <p>All year groups</p>	<p>Breakfast club continues to be well attended.</p> <p>More students could take advantage of this provision</p>	<p>Not all PP students attend breakfast club. Look into why regular attenders attend and barriers to attendance identified</p>	<p>Yes</p>
<p>Intervention: Staffing Additional staffing in key areas Think forward</p> <p>Rationale: Support staff work closely with PP students to ensure that 1-2-1 and small group support outside of the classroom enables students to access learning within the classroom. Evidence indicates that one to one tuition can be effective, on average accelerating progress by approximately five months.</p> <p>ThinkForward works with hard to reach, disengaged young people. It offers a coach and young people a range of opportunities to connect with, and get experience of, the</p>	<p>55,153</p>	<p>Students are identified to ensure they receive individualised support in small groups</p> <p>Student's who are at risk of becoming NEET through disengagement are identified and referred to ThinkForward for their mentoring project</p>	<p>Head of inclusion</p> <p>Think Forward</p> <p>All year groups</p>	<p>All year students sat all of their GCSEs in the summer and all have secured post 16 destinations</p>	<p>Whilst students have completed all GCSE's the provision needs to be developed to show greater progress.</p>	<p>ThinkForward – no</p> <p>This money will be redirected in to other projects to support vulnerable students</p>

<p>world of work. These essential activities include business mentoring, insight days, CV writing and interview skills workshops, and work placements.</p> <p>By partnering with a range of businesses from local employers through to large, national companies we provide young people with relevant exposures to the workplace, in many cases bridging a gap that family and community networks are not able to provide</p>						
<p>Intervention: Residential Offsite residential offered to all year 7</p> <p>Rationale: Every child, regardless of their background, deserves a high quality education and opportunity to fulfil their potential.</p> <p>To give students the experience of an outdoor adventure.</p> <p>Studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress</p>	7,159	Hind Leap Warren Trip was well advertised in Key Stage 3	Enrichment staff HOY 7	The residential trip was a real success and helped develop students resilience and broadened their experiences to life outside of school	The trip was opened up to year 7,8 and 9. For 2019-20 try to encourage sign up for more year 7's	Yes
<p>Intervention: Tutoring Including Saturday and holiday intervention sessions</p> <p>Rationale:</p>	45,580	Identify students from termly data drop points who are most at risk of not making desired	Heads of Department Year 11 Year 13	For PP students the improvement from Spring 1 to the exams	Intervention strategies can be more effective.	Yes

<p>Evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programs. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers</p>		<p>progress in subjects.</p> <p>Students invited to Saturday or holiday intervention – ensuring groups are small enough for impact.</p> <p>Communication made with home.</p>		<p>are shown below: A8: +4.20 P8: +0.54 %9-5E&M: +16 %9-E4&M: +15</p>	<p>Review intervention moving in to 2019-20</p>	
<p>Learning support: Attendance and Welfare Attendance a welfare staff Attendance and welfare SLA</p> <p>Rationale: Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons</p>	<p>77,078</p>	<p>Coordinated by the attendance and welfare officer who works closely with the HOYs to target students with low attendance.</p> <p>Home visits are undertaken for students second day of absence</p>	<p>Attendance and Welfare team</p> <p>HOY's and Sixth form</p> <p>All year groups</p>	<p>Attendance figures showed 96.6%. Second highest attendance in the borough.</p> <p>Effective relationships have been built between the attendance team and parents of students</p>	<p>Continue to use the same procedures moving into 2019/20</p>	<p>Yes</p>
<p>Learning support: Mentoring</p> <p>Rationale: Some students present behaviours that become barriers to learning for themselves and others. Mentors work with students to achieve reintegration back into mainstream as soon as possible. The aim is to ensure</p>	<p>68,311</p>	<p>Students who are most at risk of not making progress based on behaviours or self-belief are identified. Bespoke</p>	<p>DOL Inclusion</p> <p>HOY's</p> <p>All years</p>	<p>8 students were supported by mentors. All students showed progress from the beginning</p>	<p>Whilst the support ensured students obtained GCSE's there was not the desired impact.</p>	<p>Yes in a different format</p>

<p>that pupils can: identify unacceptable patterns of behaviour; accept responsibility for them; identify strategies to improve them.</p>		<p>packages are developed consisting of a combination mentoring and lesson withdrawal</p>		<p>of the year and sat all their GCSE's. The provision will be improved to ensure impact</p>	<p>The provision will now be more targeted with shared accountability from inclusion and classroom teachers</p>	
<p>Learning support: Support services Nurture, Blossom Tree Psychologists</p> <p>Rationale: Pupils accessing the above services have barriers to learning. By using the services students attend more lessons and improve their attainment.</p> <p>A number of our students have speech and language difficulties. Blossom Tree focus on these difficulties</p>	<p>35,421</p>	<p>Students are identified early to access these services. Referrals to Nurture are made through the safe guarding and pastoral teams whilst Blossom Tree referrals come from primaries and behavioural difficulties</p>	<p>DOL Inclusion Safeguarding Pastoral Counsellors All year groups</p>	<p>Support services are vital to improving students attainment.</p>	<p>Referral process to be refined for 'less obvious' students</p>	<p>Yes: Blossom Tree and Psychologists</p> <p>Staff have been trained internally to offer the services of Nurture</p>
<p>Learning support: Support services SISRA and 4matrix subscription to track PP progress</p> <p>Rationale: SISRA and 4matrix are data support packages used to track student progress. We have set up specific research groups to look at PP as a whole. This piece of software gives us the opportunity to evaluate the impacts of our strategies at key tracking events</p>	<p>2,127</p>	<p>All PP students are entered and updated on to the system for identification which allows progress of all key groups to be analysed. This is managed by the school data manager and reviewed termly by the Assistant Vice Principal</p>	<p>Assistant Vice Principal SLT Middle Leaders All year groups</p>	<p>Throughout the year training has been issued to SLT and Middle leaders. Data analysis has been supported by leadership meetings to improve confidence in</p>	<p>Ensure ALL middle leaders are confident using SISRA. Encourage classroom teachers to also use SISRA to monitor progress of their classes.</p>	<p>Yes</p>

		responsible for assessment. All reviews are based on SISRA analysis and used by all of SLT and all Middle leaders.		the use of SISRA Usage statistic have improved across the year	Use SISRA and 4matrix to better track key interventions throughout the year	
<p>Learning support: Support services Curriculum development costs</p> <p>Rationale: The Sutton Trust puts good quality teaching and learning, alongside marking and feedback as the most cost effective ways of ensuring progress is made by all students but especially by disadvantaged students. By investing in key curriculum resources we can ensure that good quality teaching and learning can be delivered.</p>	31,866	<p>SLT line management in all departments.</p> <p>Learning walks</p> <p>Departmental reviews</p>	<p>AVP's leading curriculum development</p> <p>All years</p>	<p>Significant work has been done to develop the curriculum to have a clear intent that is in line with school's curriculum intent encompassing a love of learning, challenging content, highest achievement, creativity, social action and preparation for aspirational destinations</p>	<p>The curriculum will continue to be developed to ensure it is broad, challenging and focused on knowledge and skills to allow all our learners to be prepared for each next stage towards aspirational destinations</p>	Yes
<p>Literacy: Staffing Director of Literacy and EMA and a school librarian</p> <p>Rationale:</p>	70,418	<p>Students requiring literacy support are identified in a number of ways. These include KS2</p>	<p>Director of Literacy and EMA</p> <p>Librarian</p>	<p>91 of the 117 PP students are EAL. PP EAL students have</p>	<p>Banks of literacy resources have been built and there has been</p>	<p>No to Director of literacy. Money will be used elsewhere</p>

<p>A major barrier to learning for our PP students is poor literacy. A Director of Literacy is key to keeping Literacy high on the agenda.</p> <p>67.3% of our students speak English as an additional language – a significant barrier to progress</p>		<p>data, reading age tests and teacher referrals.</p> <p>The Director of Literacy use teaching assistants and literacy champions within faculties to develop literacy strategies and resources</p> <p>The librarian will ensure appropriate reading materials and an suitable environment are accessible to all students</p>	<p>All year groups</p>	<p>higher P8 measures than PP students who are non EAL.</p> <p>The Director of Literacy worked with a small group of year 11's. Whilst there was impact on these students it could be improved.</p> <p>Student engagement is key in ensuring attendance levels for literacy intervention are high.</p>	<p>significant progress made with KS5 students studying essay based subjects</p> <p>Literacy intervention students have been surveyed and interventions changed to suit the individuals. Attendance has improved as a result of this.</p>	<p>developing literacy.</p>
<p>Literacy: Resources</p> <p>Rationale: A major barrier to learning for our PP students is poor literacy. Investing in literacy resources helps to close the gap in literacy and helps students to access the more challenging assessments</p>	<p>11,362</p>	<p>SLT line managing the library and literacy intervention strategies</p> <p>Reading age tests termly for all students</p>	<p>AVP in charge of literacy/Librarian</p> <p>All year groups</p>	<p>Reading tests show improved reading ages for the majority of students. The tests will carry on with the use of accelerated readers for those with a</p>	<p>More support needs to be in place for students that have significantly lower reading ages than their actual age.</p>	<p>Yes</p>

				reading age significantly below their actual age The library is more popular amongst students.	There will be a greater focus on academic literacy to build on the work already completed	
<p>Parental Engagement: Support services Translators</p> <p>Rationale: Many of our parents speak very little English. In order to ensure effective communication between the Academy and parents translators are key to ensuring parents are able to understand and challenge.</p>	3,284	The administration team ensure appropriate translators are available for parents evenings and meetings	AVP in charge of parental engagement. Admin team All year groups	A vital resource to ensure parents can communicate regarding their child's progress and make appropriate challenge where required	More work could be done on ensuring parents are able to challenge their children and the academy in terms of progress	Yes
<p>Staff training: CPD</p> <p>Rationale: Outstanding teaching leads to outstanding outcomes. PP students present contextualised issues and CPD is vital to ensure appropriate teaching strategies are deployed</p>	33,558	CPD is coordinated by an AVP and a mixture of in school and external CPD is deployed across the Academy. Learning walks, observations and staff surveys identify the specific needs for staff alongside current research on pedagogical	AVP – CPD All teaching staff All year groups	Monitoring evidence showed the overall quality of teaching to be good. Lesson observations and learning walks confirmed that 92% of teaching seen was good or better, with	Areas of strength Improvement in number of outstanding teacher Improvement of observed outcomes for BTs and NQTs Improvement of (nearly) all lesson strands Strong learning in teaching in	Yes

		practice in the classroom.		41% outstanding.	all subject areas Areas for development: Support of complex need in identified Year 8 and Year 9 classes Challenge and curriculum in all subject areas. Consistency of marking quality	
<p>Strategic leadership: Staffing Rationale: Strategic planning and leadership of all strategies implemented to support disadvantaged students and narrow the achievement gap with time allocated to ensure that provisions for disadvantaged students are appropriately targeted and effective</p>	82,094	Measuring impact in GCSE outcomes and in school data at each DEP	AVP with PP responsibility All years	<p>Progress 8 for PP students: -0.06 (national -0.35)</p> <p>Gap between PP and non-PP students' Progress 8: -0.27 (national -0.50)</p> <p>PP students have been in the top quintile nationally for 2015-2018</p> <p>PP students in the top quintile nationally for</p>	PP strategies are effective across the Academy. Closer monitoring of each strategy can be improved across the academy	Yes

				English P8 and Science VA for 2015-18 Maths P8 has moved from the 2 nd quintile to the top in 2018		
Total spend	575,546					

Impact of the 2018-19 PP funding on Educational attainment by year group

Impact on Educational Attainment – Year 11

Out of 157 students in last year's Y11 cohort, 117 students (75%) attracted the Pupil Premium compared to the national figure of only 29%.

Disadvantaged students made less progress (Progress 8) for their starting points than non-disadvantaged students:

Disadvantaged Progress 8 = -0.06

Non-disadvantaged Progress 8 = 0.21

However, disadvantaged students progressed from their starting points at a rate which is above the progress rate of non-disadvantaged students nationally.

The Progress 8 gap, in school, between disadvantaged and non-disadvantaged students (-0.27) was dramatically smaller than the national gap in maintained schools of -0.50.

Disadvantaged students made progress in the English (0.32), maths (0.13) and EBACC (-0.05) elements significantly above non-disadvantaged students nationally. The Open (-0.41) element is above the national progress 8 figures for disadvantaged students.

Impact on Educational Attainment – Year 10

Out of 180 students in the 2018/19 Y10 cohort 117, (65%) attracted the Pupil Premium.

In all subjects disadvantaged students perform in line with their non-disadvantaged counterparts. In computer science, history, hospitality, Latin, music and PE and psychology disadvantaged students are closer to their targets than non-disadvantaged.

19.7% of disadvantaged students, compared to 31.7% of non-disadvantaged, are currently achieving 9-5 in English and maths.

Impact on Educational Attainment – Year 9

Out of 180 students in the 2018/19 Y9 cohort 134, (74%) attracted the Pupil Premium.

In all subjects disadvantaged students perform in line with their non-disadvantaged counterparts. In art, computer science, construction, drama, English, French, IT BTEC, Latin, RE and science disadvantaged students are closer to their targets than non-disadvantaged.

11.2% of disadvantaged students, compared to 13.0% of non-disadvantaged, are currently achieving 9-5 in English and maths.

Impact on Educational Attainment – Year 8

Out of 168 students in the 2018/19 Y8 cohort 103, (61%) attracted the Pupil Premium

In all subjects disadvantaged students perform in line with their non-disadvantaged counterparts. In drama, history, Latin, maths, music, and technology disadvantaged students are closer to their targets than non-disadvantaged.

Impact on Educational Attainment – Year 7

Out of 121 students in the 2018/19 Y7 cohort 63, (52%) attracted the Pupil Premium

In all subjects disadvantaged students perform in line with their non-disadvantaged counterparts. In art, computer science, drama, English, French, geography, history, Latin, music, PE, RE, Spanish and Technology disadvantaged students are closer to their targets than non-disadvantaged.

Priorities for 2018/19

This data has informed our priorities for 2018/19 which are:

- Reducing the attainment gap between pupil premium and non-pupil premium students
- students achieving grade 5 in maths
- progress of higher attainers

Pupil premium funding for academic year 2019/20

The estimate for the amount of funding we will receive in 2019-20 is £582,032.

Strategies to be deployed in 2019/20

- Half termly tracking consisting of tracking and forecast grades
- Half termly meetings with HOD's to review progress of year 11 and 13
- SLT mentoring for students with the lowest P8 scores
- More trips to develop cultural capital
- Introduction of a house system
- Greater focus on rewards including a weekly reward assembly for Year 11 and 13
- School wide sports day
- Year 11 and 13 lesson visits
- Year 11 subject support guides to support parental understanding and challenge
- Introduction of drop days using external companies with a focus on IACG