

Pupil premium strategy statement 2019-2022

School overview

Summary information	
School name	Mulberry Academy Shoreditch
Pupils in school	999
Proportion of disadvantaged pupils	70%
Pupil premium allocation this academic year	£547,910
Academic year or years covered by statement	7-13
Publish date	January 2020
Review date	Reviewed annually
Statement authorised by	Ruth Holden
Pupil premium lead	Tamsin Scales
Governor lead	David Gracie

Disadvantaged pupil performance overview for last academic year

Progress 8	0.00
Ebacc entry	77%
Attainment 8	43.39
Percentage of Grade 5+ in English and maths	38%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	0.50	August 2020
Attainment 8	54.0	August 2020
Percentage of Grade 5+ in English and maths	55%	August 2020
Ebacc entry	80%	August 2020
Attendance	98%	
Exclusions	0	August 2020

Barriers to future attainment (for pupils eligible for PP including high ability)

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

Outcomes

1	Zero attainment 8 and progress 8 gap
2	98% Attendance
3	Zero exclusions

Teaching priorities for current academic year

Strategy	Desired Outcome	Owner	Success criteria
External consultant focussing on HAPs	Appropriate challenge in the curriculum and improved outcomes for HAP's Staff have knowledge of how to deliver high level content and develop higher order skills	Angela Wallace	Increased A8 and P8 scores for HAP's Zero A8 & P8 gap Improved maths A8 and EBacc and Open A8 and P8
CPD for all teaching staff	All teachers plan for appropriate differentiation to ensure challenge for all All lessons contain strategies to build students vocabulary	Angela Wallace	100% of lessons good or better and 50% Outstanding One performance management target for each member of staff reflects professional development
Exam board training	Effective use of strategies in the classroom to equip students for the increased demand of the exams	HOD's	All departments to have engaged in exam board training In every department there is an exam marker
Curriculum reviews	All students are exposed to the same diet of curriculum regardless of the class they are in Reduction of students for who literacy is the key block to learning	Angela Wallace	Curriculum reviews show consistency in approach to subject delivery
Effective use of feedback	Students are exposed to effective feedback to ensure they are able to make the appropriate progress	HOD's	Zero A8 & P8 gap All books in regular book-scrutiny show consistency of practice across the department Reduction of in school variation in terms of outcomes
SEN review	Areas of improvement identified and implemented	Head of Inclusion	Disadvantaged SEN students show improved A8 and P8
Curriculum development	Clear curriculum intents linked to core knowledge and sequenced in coherent way to ensure accessibility. Key vocabulary is taught explicitly.	HOD's	Improved APS in the new hospitality course At least 15 students studying photography

Barriers to learning these priorities address	Limited literacy levels Limited access to language
Projected spending	£120,000

Targeted academic support for current academic year

Strategy	Desired Outcome	Owner	Success criteria
Maths tutors	Improved confidence for targeted students in maths due to more feedback	Dan Collis	Improved maths A8 Zero A8 and P8 in the maths element
Academic mentoring	Students with the lowest P8 improve due to more focussed monitoring and support.	SLT	Progress 8 of 0.5 for all mentees
Saturday and holiday school	Targeted intervention focussing on knowledge gaps	Gabriella McRill/ HOD's	All students have attended at least 3 Saturdays and one holiday session
Maths and Science conferences	Accelerated progress due to focused sessions at key grade boundaries	HOD maths and science	Increase of % 9-7, % 9-5 and % 9-4 Maths Improved science value added
Rewards: trips, certificates and progress vouchers	Improved motivation in students for making progress	HOY's, HOH's Enrichment coordinator	Improved A8/P8 in English and maths Reduced disadvantaged gap
Drop day: Revision strategies	Students develop strategies for remembering more and recalling this knowledge	HOY	Improved A8/P8
Assistant head of year supporting students in intervention sessions	Improved support for the most vulnerable students in the year group	AHOY	Improved attendance and progress of targeted students
Learning support: Mentoring	One to one support for the most vulnerable disadvantaged students	HOY/ Inclusion	Zero exclusions All year 11's attend all exams

	Improved confidence and resilience for key students		
Reduced class sizes in year 11 English and Maths	Accelerated progress due to more staff attention and feedback	HOD English & Maths	Improved English and Maths A8 & P8
Microsoft Teams	Remote education is high quality and aligns as closely as possible with our in-school provision.	Tamsin Scales and Angela Wallace	Improved outcomes Microsoft Teams are fully resourced to allow independent learning Improved challenge from parents
Targeted year 11 parents evenings and revision evenings	Parents are more equipped to support/challenge their child	Head of Year 11	Improved challenge from parents Improved support from home
Barriers to learning these priorities address	Parental understanding and challenge Access to home working space		
Projected spending	£205,000.		

Wider strategies for current academic year

Strategy	Desired Outcome	Owner	Success criteria
Brilliant club	To raise aspirations amongst high-ability, disadvantaged students	HOD Maths HOY9	Students to report an increased desire and interest in attending university (assessed through surveys conducted through The Brilliant Club) Students to report greater confidence in themselves as students (assessed through surveys conducted through The Brilliant Club)
Subsidised music tuition	Improved access to musical lessons and choir, and to associated trips and cultural experiences Improved music grades	HOD music	Students get the opportunity to learn how to play musical instruments and perform in school events.

Outdoor adventure learning	Improved uptake of the Duke of Edinburgh award Students most at risk of exclusion take part in an outward bound trip to develop team working skills	Extended learning coordinator	All students to have been involved in at least outdoor learning experience in their time in the academy Most at risk of exclusion students to have been on an outward bound trip
Attendance and Welfare	Improved attendance for all Reduction in persistent absentees	Attendance team	98% attendance Zero gap between PP and non-PP attendance Improved Attitude to learning grades
Enrichment trips (arts and culture)*	Students cultural capital is developed Students have a stronger knowledge base and this is seen in extended writing	AVP in charge of trips/ Head of drama & music	All students to have been exposed to the arts through an enrichment activity Students are involved in artistic and creative activities, such as dance, drama, music, painting, or sculpture in their time at the academy. Improve performance in arts based subjects Increased uptake at KS5
Breakfast club*	Increased number of students having breakfast in school Improved focus in lessons leading to improved attainment	Tamsin Scales	Improved punctuality and attendance Improved progress Improved engagement and attitude to learning grades Improved A8 scores
Drop days	Improved character development and careers guidance	Tamsin Miller	
Librarian	Raise the profile of reading across the academy Promote a love of reading Decreased vocabulary gap	Tamsin Scales	Improved reading ages. Improved A8/P8
Safeguarding review	Early intervention in place for vulnerable students	Safeguarding lead	Zero gap in attendance Reduction in persistent absentees
Enrichment programme	All subjects to offer enrichment with a bespoke programme of nurture and develop talent	Extended learning coordinator	Zero A8/P8 gap between PP and non-PP

Support services (Nurture and Psychologists)	Reduced mental health issues Increased attendance and engagement of vulnerable students	HOD inclusion	Zero gap in attendance Reduction in persistent absentees
Sports programme	Improved engagement pupils in sports leading to increased educational engagement and attainment Improved confidence and discipline	HOD PE	Improved A8/P8
Summer school and sessions with primary schools in during term	Smoothen transition for year 7's	Extended learning coordinator	All new year 7's have visited the academy at least once before they join the academy.
Barriers to learning these priorities address	Narrow experience of life outside school Limited literacy levels		
Projected spending	£215,000		

* These will be resumed when Covid 19 restrictions have been relaxed