# Pupil premium strategy statement 2019-2022

## School overview

| Summary information | |
|---|---|
| School name | Mulberry Academy Shoreditch |
| Pupils in school | 1021 |
| Proportion of disadvantaged pupils | 49.76% (FSM) 54.35% (PP) |
| Pupil premium allocation this academic year | £497,000 |
| Academic year or years covered by statement | 7-13 |
| Publish date | January 2020 |
| Review date | September 2020 |
| Next review date | September 2021 |
| Statement authorised by | Ruth Holden |
| Pupil premium lead | Tamsin Scales |
| Governor lead | David Gracie |

## Disadvantaged pupil performance overview for last academic year

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|---|---|
| Progress 8 | 0.60 |
| EBacc entry | 81.5% |
| Attainment 8 | 55.97 |
| Percentage of Grade 5+ in English and maths | 58.4% |

## Strategy aims for disadvantaged pupils

| Aim | Target | Target date |
|---|---|---|
| Progress 8 | 0.50 | August 2021 |
| Attainment 8 | 54.0 | August 2021 |
| Percentage of Grade 5+ in English and maths | 60% | August 2021 |
| EBacc entry | 80% | August 2021 |
| Attendance | 98% | August 2021 |
| Exclusions | 0 | August 2021 |

**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 focusing on HAPs | Appropriate challenge in the curriculum and improved outcomes for HAP's<br><br>Staff have knowledge of how to deliver high level content and develop higher order skills | Angela Wallace Edward Rakshi | Increased A8 and P8 scores for HAP's<br>Zero A8 & P8 gap<br>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<br><br>All lessons contain strategies to build students vocabulary<br><br>Remote learning delivers like for like teaching through Microsoft Teams | Angela Wallace | 100% of lessons good or better and 50% Outstanding<br><br>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 |
| Curriculum reviews | All students are exposed to the same diet of curriculum regardless of the class they are in<br><br>Reduction of students for who literacy is the key block to learning | Angela Wallace Edward Rakshi | 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<br><br>All books in regular book-scrutiny show consistency of practice across the department |
| 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. | Edward Rakshi HOD's | Improved P8 |
| Barriers to learning these priorities address | Limited literacy levels<br>Limited access to language | | |
| **Projected spending** | **£110,500** | | |

## Targeted academic support for current academic year

| Strategy | Desired Outcome | Owner | Success criteria |
|---|---|---|---|
| Tutors in English, maths and French | Improved confidence for targeted students in English, maths and French due to more feedback | Dan Collis | Improved English, maths and French A8<br>Zero A8 and P8 gap in the English, maths and EBAC element |
| Academic mentoring | Students with the lowest P8 improve due to more focused monitoring and support. | SLT | Progress 8 of 0.5 for all mentees |
| Saturday and holiday school | Targeted intervention focusing on knowledge gaps | Jessica Taylor/ HOD's | All students have attended at least 3 Saturdays and three holiday sessions |
| 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<br>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<br>Improved confidence and resilience for key students | HOY/ Inclusion | Zero exclusions<br>All year 11's attend all exams |
| Reduced class sizes in year 10 and 11 maths and year 11 English | Accelerated progress due to more staff attention and feedback. Additional support to overcome gaps in learning from Covid | HOD English | Improved English and maths A8 & P8 |

| | | | |
|---|---|---|---|
| Intervention sessions in KS5 maths | Additional support to overcome gaps in learning caused by Covid | HOD Maths | Improved KS5 maths results |
| Teach First Graduate Achievement Coaches | Targeted mentoring in Science and Languages to address gaps in learning arising from Covid | HOD Science and Languages | Zero A8 and P8 gap<br>Improved SPI for Science and Languages<br>Improved outcomes at KS5 in Science and Languages |
| 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 |
| 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<br>Microsoft Teams are fully resourced to allow independent learning<br>Improved challenge from parents |
| Barriers to learning these priorities address | Parental understanding and challenge<br>Access to home working space | | |
| **Projected spending** | **£200,000** | | |

## Wider strategies for current academic year

| Strategy | Desired Outcome | Owner | Success criteria |
|---|---|---|---|
| Brilliant club | To raise aspirations amongst high-ability, disadvantaged students | HOD Maths STEM coordinator | Students to report an increased desire and interest in attending university (assessed through surveys conducted through The Brilliant Club)<br><br>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<br><br>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<br><br>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<br><br>Most at risk of exclusion students to have been on an outward bound trip |
| Attendance and Welfare | Improved attendance for all<br><br>Reduction in persistent absentees | Attendance team | 98% attendance<br><br>Zero gap between PP and non-PP attendance<br><br>Improved Attitude to learning grades |
| Enrichment trips (arts and culture)* | Students cultural capital is developed<br><br>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<br><br>Students are involved in artistic and creative activities, such as dance, drama, music, painting, or sculpture in their time at the academy.<br><br>Improve performance in arts based subjects<br><br>Increased uptake at KS5 |
| Breakfast club* | Increased number of students having breakfast in school<br><br>Improved focus in lessons leading to improved attainment | Tamsin Scales | Improved punctuality and attendance<br><br>Improved progress<br><br>Improved engagement and attitude to learning grades<br><br>Improved A8 scores |

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|---|---|---|---|
| Drop days | Improved character development and careers guidance | Tamsin Miller | |
| Librarian | Raise the profile of reading across the academy<br>Promote a love of reading<br>Decreased vocabulary gap | Edward Rakshi | Improved reading ages.<br>Improved A8/P8 |
| Safeguarding review | Early intervention in place for vulnerable students | Safeguarding lead | Zero gap in attendance<br>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, counselor and Psychologists) | Reduced mental health issues<br>Increased attendance and engagement of vulnerable students<br>Support for students in Year 12 and 13 who have social and mental issues that have been exasperated by Covid | HOD inclusion | Zero gap in attendance<br>Reduction in persistent absentees |
| Sports programme | Improved engagement pupils in sports leading to increased educational engagement and attainment<br>Improved confidence and discipline | HOD PE | Improved A8/P8 |
| Summer school and sessions with primary schools in during term | Smoother 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** | **186,500** | | |

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

## Review: Last year's aims and outcomes

| Aim | Outcome |
| --- | --- |
| Zero attainment 8 and progress 8 gap | The attainment 8 gap was -7.76 (-9.60 2019)<br>The P8 gap was -0.19 (-0.27 2019) |
| 98% Attendance | Year 7-11 attendance rates are very high and well above average 97% |
| Zero exclusions | Achieved |
| Increased A8 and P8 score for HAPS | Achieved A8 improved by 4.44 and P8 by 0.22 |
| Improved maths A8 and EBacc and Open A8 and P8 | Achieved<br>Maths A8 improved by 1.84<br>EBacc A8 improved by 2.85 & P8 0.17<br>Open A8 improved by 3.99 & P8 by 0.56 |
| At least 15 students studying photography | Achieved 19 students studying photography in year 9 |
| Disadvantaged SEN students show improved A8 and P8 | Achieved<br>SEN E A8 improved by 12.2 & P8 0.20<br>SEN K A8 improved by 11.46 & P8 -0.32 |
| Increase of % 9-7, % 9-5 and % 9-4 Maths | Achieved<br>9-7 +12%, 9-5 +14.8% 9-4 +15.2 |
| Improved science value added | Achieved improved by 0.09 |