

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Mulberry Academy Shoreditch
Number of pupils in school	1214
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Ruth Holden
Pupil premium lead	Tamsin Scales
Governor / Trustee lead	David Gracie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£490,000
Recovery premium funding allocation this academic year	£70,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£560,000

Part A: Pupil premium strategy plan

Statement of intent

Mulberry Academy Shoreditch is inclusive and holds safeguarding, child protection, prevent and E-Safety as the highest of priorities and prides itself on the fact that procedures are in place to keep children safe. Mulberry Academy Shoreditch is an extremely student focused environment with an ethos of self-reflection and evaluation, constantly striving to improving the life chances of its students, regardless of their background.

There is a strong ethos and set of values at the school which are alive in the school and in the community. Our aim is to ensure that all students are given equality of opportunity to achieve their full potential, spiritually, academically and socially. The pupil premium funding is used to ensure this is the case for all students.

The current three year pupil premium strategy (2019-2022) aims to improve life chances of PP students by:

- Closing the P8 and A8 gap
- Improved engagement in school
- Zero exclusions
- Ensuring there is minimal impact of the Covid-19 pandemic on our PP students

This will be accomplished by quality first teaching in all classrooms, targeted intervention and the wrap around care and support we offer through our pastoral and house system

Challenges

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

Challenge number	Detail of challenge
1	Limited literacy levels due to high levels of EAL
2	Parental understanding of the curriculum and how to challenge
3	Behaviour, emotional and social difficulties
4	Limited extra-curricular opportunities
5	Limited space at home to work effectively

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 progress and attainment for PP students	Zero attainment 8 and progress 8 gap
Improved engagement in school	98% Attendance
Improved behaviour and engagement in school	Zero Exclusions
Ensure the gap between pupil premium and non-pupil premium students does not increase as a direct result of the disruption caused by the Covid-19 pandemic	Zero progress 8 gap

Activity in this academic year

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

Teaching

Budgeted cost: £200,000

Activity	Intended outcome	Evidence that supports this approach	Staff lead	When will this be reviewed	Challenge number(s) addressed
Reduced class sizes for English and maths	Improved A8 and P8 in English and maths	EEF Research – Reduced class sizes Smaller classes will allow a greater teacher focus on students	Amy Higgins 7 Amy Flood	Summer 2022	1
External consultant focussing on HAPs	HAP's achieve a P8 in line with other	Work with this external consultant over the last two years has seen improved progress for HAP's. The consultant is working with our middle leaders to ensure there is challenge in the curriculum for all. The focus for this year will be to scaffold challenge	Edward Rakshi, Melissa Gibson & Tamsin Scales	Summer 2022	1 & 3
CPD for all teaching staff	Improved A8, P8 and L3VA across all subjects	EEF research on metacognition and self-regulation EEF research on collaborative learning approaches This year's CPD will focus on scaffold for challenge and the use of glossaries to improve literacy	Edward Rakshi, Melissa Gibson & Tamsin Scales	August 2022	1 & 3

Exam board training	Improved A8, P8 and L3VA in subjects receiving training	Where students have worked with exam boards previously we have seen improved confidence in teaching and improved outcomes	Head of Department (HOD's)	August 2022	1 & 3
Curriculum reviews	Improved quality of teaching and learning	Curriculum reviews carried out by SLT and middle leaders have shown improved quality of teaching and learning in the departments involved in process. Best practice has been shared and disseminated across the departments	Edward Rakshi, Melissa Gibson & Tamsin Scales	Summer 2022	1 & 3
Effective use of feedback	Book looks and lesson observations will show feedback as a strength	EEF evidence Feedback Feedback approaches and educational attainment in children and young people	Edward Rakshi, Melissa Gibson & Tamsin Scales	Termly	1 & 3
SEN review	Improved outcomes for all SEN students	Previous SEN reviews have led to improved outcomes for SEN K students, with the gap between them and their non SEN counterparts being reduced. Observations have shown increased teacher confidence in using strategies for inclusion. Retention of SEND students in to the sixth form completing their 11-18 journey and attendance of SEN students	Dan Collis, Jennie Montgomerie, Aurica Fabian	Summer 2022	1 & 3
Curriculum development	Improved quality of teaching and learning Evidence of challenge for all in lesson observations and book looks	An extensive gap analysis of lost learning due to the Covid-19 pandemic has informed curriculum development this year. Learning walks and external school reviews (Challenge Partners and Peer to peer) have identified scaffolding for challenge and glossaries to be the focus for professional development this year	Head of Department	Summer 2022	1,2 & 3

Targeted academic support

Budgeted cost: £140,000

Activity	Intended outcome	Evidence that supports this approach	Staff lead	When will this be reviewed	Challenge number(s) addressed
Small group tutoring	Improved performance for targeted students	EEF show evidence that small group tutoring as moderate impact Strong evidence of impact when the Maths department have adopted this strategy in previous years	Head of department	Termly	1, 3 & 5
Saturday and holiday school	Students are given opportunities to address any misconception in their learning and work with their teacher in smaller group setting	EEF evidence for summer schools EEF evidence for small group tuition This approach is pivotal in our context as students have limited access to space for learning at home	Melissa Gibson	Summer 2022	1, 2, 3 & 5
Peer tutoring	Improved progress for students being mentored as well as those mentoring	EEF evidence for peer tutoring	Heads of Department & Heads of Year	Termly	1, 3 & 5
Maths and Science conferences and residential	Improved A8 and P8 in Maths and science	Residential prior to covid showed improved outcomes for targeted students in Maths	Amy Flood and Lucy Hunnisett	Spring 2022	2 & 5
Rewards: trips, certificates and progress vouchers	Improved outcomes in all subjects, in particular Maths and English	Since the introduction of rewards trips, certificates and progress vouchers two years ago progress has improved	Head of Year and all teachers	Summer 2022	2

Drop day: Revision strategies	Students are given revision strategies to allow them to be successful	Student voice identified that students weren't clear on how to revise. Drops days give the students effective strategies	Tamsin Miller	December 2021	1 & 2
Learning support: Mentoring	Improved outcomes for targeted students	EEF evidence for Mentoring Over the last two years of this PP 3 year strategy targeted students in year 11 and 13 have shown improved progress as a result of one to one support from their mentor. SLT mentor students who are making the least progress Proven impact in behaviour and pupil engagement	Karl Hatton & Sarah Wills	Summer 2022	2 & 5
Microsoft Teams	Students are able to access resources if unable to attend school. Improved student independence through the use of enrichment sites	During the periods of lockdown we had high engagement with remote learning, with the percentages per year group ranging from 90-97%. The independent skills developed during this period will continue to be used through shared resources and enrichment sites. Previous lesson materials can also be accessed for students to review any missed content	Tamsin Scales & John Law	September 2022	1,3,4 & 5
Targeted year 11 parents evenings and revision evenings	Parents are able to support their children	We have run these sessions prior to covid and found them very effective in giving parents the confidence to challenge and support their children	Karl Hatton	April 2022	2

Wider strategies

Budgeted cost: £225,000

Activity	Intended outcome	Evidence that supports this approach	Staff lead	When will this be reviewed	Challenge number(s) addressed
Brilliant club	Improved confidence and progress for HAP students in years 7-10 and 12	2020-2021 Impact report from Brilliant Club show average progress in the core competencies of 39% or more from beginning to end of the programme	Leah Scott	September 2022	4
Subsidised music tuition	Increased number of students having peripatetic lessons Regular Music showcase events Increased confidence and performance in the music tutor group	EEF evidence for Arts participation	Nicholas Feasey	Summer 2022	4
Outdoor adventure learning	Enrichment Tracker showing and increased number of students who have experienced outdoor learning and completion of the Mulberry Charter	Outdoor Adventure Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation	Gabriella McRill & Dan Collis	Summer 2022	4
Attendance and Welfare	98% Attendance	Attendance and Pastoral Team work with student s who have low attendance. Intervention helps to raise attendance and academic achievement/ attainment.	Attendance & Pastoral Team	Termly	2

		DFE research on Absence and Attainment			
Breakfast club	Increased numbers attending breakfast club	Provides an opportunity for FSM and vulnerable students to have breakfast before their school day. Evidence (family action.org.uk) has shown breakfast consumption in children has been found to: Improve cognitive function, particularly memory, attention, and executive function. Improve academic performance, including school grades and achievement test scores. Increase on-task behaviour in the class	Catering department	Termly	2 & 5
Drop days	Positive student voice about drop days Breadth of coverage at drop days to support PHSE and the Gatsby benchmarks	Over the last two years of this strategy Drop days have been well received by students and have allowed us to meet aspects of the Gatsby benchmarks. They have also exposed students to uncomfortable situations equipping them with strategies and improving confidence	Tamsin Miller		4
Librarian	Improved Reading ages for students Increased number attending clubs in the library Increased number of books borrowed from the library	Having a good library/librarian	Stephanie Lynch/Tamsin Miller	Summer 2022	1
Safeguarding review	Positive outcome from the safe guarding review Any issues identified rectified	Proven impact of Safeguarding reviews in previous years	Dan Collis & Jennie Montgomerie	December 2021	3
Enrichment programme	Exposure to a plethora of	Research highlights that PP students have limited access to enrichment activities	Jessica Taylor	Termly	4

	enrichment activities. Wider representation of PP students in school teams and clubs				
Support services (Nurture, Psychologists and Therapeutic mentor)	Improved engagement and attendance of key students	EEF evidence for Behaviour interventions EEF evidence for social and emotional learning The Therapeutic mentor was employed following Lockdown and will be retained to support vulnerable students in the sixth form	SENDco	Summer 2022	3
Sports programme	Wider representation of PP students in school teams	EEF evidence for physical activity	Jessica Pitts, Heads of House	September 2022	4
Summer school and sessions with primary schools during term	Improved numbers of primary schools visiting Technology, Art, Food Technology and PE throughout the year Improved numbers at the year 6 transition summer school	Research from the Sutton Trust has indicated that a number of factors make it more likely that disadvantaged students benefit from enrichment activities, where not available at home. Students in primary school being exposed to the school building and environment allows them to be more confident when they join us in Year 7	Jessica Taylor	August 2022	5

Total budgeted cost: £560,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The current strategy is working towards the objectives laid out with 2020-2021 figures showing:

- No significant gap in progress and attainment, P8 -0.02 and A8 -3.39 (based on 2019 national data)
- Attendance figures of 96.8%
- Zero exclusions

Although there were no external exams our robust and rigorous process of arriving at teacher assessed grades gave the following outcomes:

	PP students 2021	Non-PP students 2021
Progress 8 score	0.66	0.68
Attainment 8	52.90	56.29
Achieving 5+ in English and Maths	51%	66%
Achieving strong EBACC	27%	38%

Teacher assessed grades were informed by a number of pieces of evidence including assessments following all procedure for external National exams.

Remote engagement figures were high, between 90 and 97% for all year groups, and students developed their independent working skill through the use of Microsoft Teams. The excellent pastoral support offering regular contact with all students, and weekly contact with our vulnerable students, EHCP and pupils open to social care, contributed significantly to the high engagement levels as well as identifying any safeguarding issues. Home visits were also regularly completed, over 140 visits were made in total. The Trust ran a food bank and at risk families were identify for this on top of the FSM vouchers. We also gave out 391 laptops (3511 DFE and 40 bought by the Academy) to allow students to access remote content. These laptops have been redistributed to sixth form students to allow them to address gaps in learning from Covid in independent study time.

We conducted Parents' evenings on Teams to support parents being able to understand the curriculum as well as supporting their children.

Reviewing the strategies used last year nearly all will continue as they have shown strong impact. Additional CPD sessions were delivered on 'supporting students that had suffered bereavement and trauma, as well as a Teams teaching and learning community where staff shared best practice for remote teaching. We decided to cancel our NTP set up due to lack of impact and will be focussing instead on small group tuition provided by our own staff. The main focus will be on quality first teaching and significant CPD will be put in to scaffolding for challenge and the use of glossaries to develop literacy.

An extensive gap analysis of lost learning due to the Covid-19 pandemic led to significant curriculum development in all subjects and continues to shape our schemes of learning. We also had intervention in summer holidays for year 10 and 12 to address those with the biggest gaps in learning – this was well attended.