

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	1464
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Melissa Gibson
Pupil premium lead	Tamsin Scales
Governor / Trustee lead	Jemel McKenzie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£620,000
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	£620,000

Part A: Pupil premium strategy plan

Statement of intent

Mulberry Academy Shoreditch is an inclusive and ambitious community where safeguarding, child protection, Prevent and E-Safety are upheld as the highest priorities. The school takes pride in the robust procedures and culture of care that ensure every student is kept safe, supported, and valued.

At Mulberry Academy Shoreditch, we are deeply student-focused, fostering an environment of self-reflection, growth, and continuous improvement. We are driven by our belief that every young person—regardless of background—deserves the opportunity to thrive and achieve their full potential.

Our ethos of ambition, inclusion, and community is at the heart of all we do. We inspire students to aim high, believe in themselves, and pursue excellence in every aspect of their learning and personal development. We are dedicated to creating an inclusive environment where every student feels valued, supported, and able to succeed, regardless of their background or circumstance. Together, as a united community, we celebrate diversity, foster mutual respect, and work collaboratively to ensure that every student can flourish—spiritually, academically, and socially.

The current three year pupil premium strategy (2025-2028) aims to improve life chances of PP students by:

- closing the P8 and A8 gap
- improving engagement in school
- Improving engagement with enrichment activities
- Zero exclusions

This will be accomplished by providing high quality teaching in all classrooms, targeted intervention and the wrap around care and support that 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 (reading, writing and speaking)

2	Some parents' limited understanding limits their capacity to support or challenge their child's academic and social development.
3	Behaviour and social difficulties
4	Limited extra-curricular opportunities at home
5	Limited space and resources at home to work effectively
6	Mental health including well being issues
7	High levels of socioeconomic deprivation

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	No gap in attainment 8 and progress 8. Attainment 8 and percentage 9-4 and 9-5 English and Maths will be used in 2025-2026 in the absence of progress 8
Improved engagement in school	98% Attendance
Improved behaviour and engagement in school	Zero Exclusions
Reduce the gap between pupil premium and non-pupil premium students	No progress 8 gap
Promote inclusion and a sense of community through equitable access to enrichment opportunities	Engagement in enrichment reflects an inclusive school community, with Pupil Premium students participating as actively as their peers.

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: £218,759

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 & Colin Chu	Summer 2026	1 & 7
Lexia & Oracy lessons for all year 7 students	Improved reading ages for all year 7	A trial with select students showed the following impact over 10 weeks: <ul style="list-style-type: none"> Y7s increased their reading age by 9 months on average Y8s increased their reading age by 4 months on average 	Karen Frankum	Termly	1 & 7
CPD for all teaching staff	Improved A8, P8 and L3VA across all subjects	Anders Ericsson and Pool, R. (2017). <i>Peak : secrets from the new science of expertise</i> . Boston: Mariner Books/Houghton Mifflin Harcourt. EEF research on metacognition and self-regulation EEF research on collaborative learning approaches https://educationendowmentfoundation.org.uk/news/eef-blog-rehearse-and-repeat https://snacks.pepsmccrea.com/p/group-rehearsal	Lucy Hunnisett	August 2026	1, 3 & 7

		https://researchschool.org.uk/news/deliberate-practice-at-the-two-counties-trust The CPD programme will focus on improving specific questioning techniques to provide pupils with sufficient thinking time when learning, alongside focused work on reading fluency.			
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 2026	1, 3 & 7
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. These will continue and best practice will be shared and disseminated across the departments	Lucy Hunnisett & Tamsin Scales	Summer 2026	1, 3 & 7
Effective use of feedback	Book looks and lesson observations will show feedback as a strength to develop reading and writing	EEF evidence Feedback Feedback approaches and educational attainment in children and young people	Amy Flood, Jack Lynch & Tamsin Scales	Termly	1, 3 & 7
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	Tamsin Miller, Aurica Fabian	Summer 2026	1, 3 & 7
Curriculum development	Improved quality of teaching and learning Evidence of structured talk,	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)	Lucy Hunnisett, Heads of Department	Summer 2026	1,2 & 3

	reading and writing in lesson observations and book looks	have identified reading, speaking and writing as the focus for professional development this year			
--	---	---	--	--	--

Targeted academic support

Budgeted cost: £153,132

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 & 7
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	Amy Flood & Tamsin Scales	Summer 2026	1, 2, 3, 5 & 7
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 residential	Improved A8 and P8 in Maths and science	Residential prior to covid showed improved outcomes for targeted students in Maths	Colin Chu	Spring 2026	2, 5 & 7

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 three years ago progress has improved	Head of Year and all teachers	Summer 2026	2 & 7
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	Richena James	December 2025	1 & 2
Learning support: Mentoring	Improved outcomes for targeted students	EEF evidence for Mentoring Over the period of the last 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.	Oliver Hibbs & Louise Coulson West	Summer 2026	2, 5 & 7
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, Lauren Gillott & Amy Flood	September 2026	1,3,4 & 5
Targeted year 11 & 13 parents evenings and revision evenings	Parents are able to support their children	Feedback from these events in previous years show them to be very effective in giving parents the confidence to challenge and support their children	Oliver Hibbs & Louise Coulson West	October 2025	2

Wider strategies

Budgeted cost: 246,105

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	The Scholars Programme has been used to target disadvantaged high prior attainers as evidence shows that these pupils are especially at risk of underachievement nationally. As a supra-curricular intervention, The Scholars Programme develops outcomes that are important for raising pupils' attainment, including subject knowledge, critical thinking and written communication.	Laura O'Connor	September 2026	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 2026	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 & Jessica Pitts	Summer 2026	4

Attendance and Welfare	98% Attendance	Attendance and Pastoral Team work with students who have low attendance. Intervention helps to raise attendance and academic achievement/ attainment. DFE research on Absence and Attainment	Attendance & Pastoral Team	Termly	2
Key stage 3 Breakfast club	Increased numbers attending breakfast club	Provides an opportunity for FSM and vulnerable students to have breakfast before their school day. Evidence (familyaction.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 & 7
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	Richena James	Termly	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 shows improved "love of reading" and increased vocabulary. The provision is available before school and at break and lunchtime	Karimatun Nessa and Karen Frankum	Summer 2026	1 & 7
Safeguarding review	Positive outcome from the safeguarding review	Proven impact of Safeguarding reviews in previous years	Joshua Mickelburgh	December 2025	3 & 6

	Any issues identified rectified				
Enrichment programme	Exposure to a plethora of enrichment activities. Wider representation of PP students in school teams and clubs	Research highlights that PP students have limited access to enrichment activities	Gabriella McRill, Jessica Pitts and Jessica Taylor	Termly	4 & 7
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	Tamsin Miller, SENDco	Summer 2026	3 & 6
Sports programme	Wider representation of PP students in school teams	EEF evidence for physical activity	Joseph Griffiths, Heads of House	September 2026	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 2026	5
Homework Club	Improved numbers of students accessing a study space	Many of our families live in over-crowded social housing, providing limited space at home to work effectively	Inclusion	August 2026	5

Total budgeted cost: £616,820

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 2024 to 2025 academic year and the 2022-2025 three-year strategy

68% of the 2024-2025 Year 11 cohort were eligible for FSM, compared to 25.7% nationally. In 2025 the outcomes for Pupil Premium were as follows:

	PP students 2025	Non-PP students 2025
Attainment 8	42.80	49.92
Achieving 5+ in English and Maths	37.4%	45.1%
Achieving strong EBACC	22.6%	25.5%

It is well-known the poorest young people are most likely to miss out on studying a broad and traditional curriculum, with disadvantaged pupils only half as likely to be entered for the EBacc as their classmates. In 2025 we entered 56.5% of our disadvantaged students compared to a national figure for all of 30.7% (taken from SISRA Colab Data). 22.6 % (an increase of 9.3% from 2024) of our disadvantaged students achieved a strong pass in EBACC. The gap between disadvantaged and their non-disadvantaged counterparts achieving a strong EBACC 2.9%. Our EBacc APS is 3.90 compared to a national figure of 4.07 in 2024, with 68% eligible for FSM.

Reviewing the strategies used last year nearly all will continue as they have shown significant impact. Challenge across the curriculum continues to be monitored External reviews have highlighted a focus on adaptive classroom practice, raising expectations and effective “we do” transitions.

We felt it was very important to focus on extra-curricular activities, particularly where our students don't access this at home. There has been a wide range of enrichment offered to our students to build cultural capital including international trips. Our ‘Societies’ go from strength to strength giving students an inspirational and aspirational programme that allows them access to life and study at Russell Group universities whilst learning a specialised subject participating in some exciting activities and trips

The previous three-year strategy had the following impact:

	2022-2023	2023-2024	2024-2025
Improved progress and attainment for PP students	A8: 46.31 P8: 0.33	A8: 44.03 P8: -0.19	A8: 42.82 P8: N/A
Improved engagement in school	90.25%	89.97%	92.19%
Improved behaviour and engagement in school	2 Fixed term exclusions	1 permanent exclusion	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	A8: -6.80 P8: -0.44	A8: -9.82 P8: -0.40	A8: -7.14 P8: NA

Our Pupil Premium strategy continues to demonstrate strong impact, with disadvantaged students consistently outperforming national averages. Outcomes in Attainment 8 and Progress 8 remain significantly higher than national figures for disadvantaged pupils (A8 34.6, P8 -0.57 in 2024), showing that targeted support and high-quality teaching are effectively closing the gap. Despite minor year-on-year variation, performance remains strong and above national benchmarks, reflecting the success of sustained interventions and the school's commitment to ensuring that disadvantage is not a barrier to achievement.

There has been a measurable positive impact on improving engagement and attendance among disadvantaged pupils. Attendance has risen from 89.97% in 2024 to 92.19% in 2025, showing a clear upward trend towards the 98% target. Although there is still progress to be made, attendance exceeds the national average for disadvantaged pupils (86.4%) by a significant margin, demonstrating the effectiveness of the targeted interventions and sustained support for pupil engagement.

Over the period of the three-year strategy we recorded just one permanent exclusion and two fixed-term exclusions (all the same student). This is notably lower than national averages: in the 2023/24 year, pupils eligible for Free School Meals faced a permanent exclusion rate of around 0.33%, more than five times higher than their peers.

This low rate of exclusion highlights the effectiveness of our behaviour strategies, pastoral support systems, and early intervention, ensuring that almost all students remain engaged with learning.

We have made strong progress toward eliminating the Attainment 8 and Progress 8 gaps for disadvantaged students. Outcomes remain well above national averages, reflecting the success of targeted support and interventions. The narrowing Progress 8 gap shows that most students are making strong progress and we are moving steadily towards parity.