

# Pupil premium strategy statement 2021-22

## School overview

Detail	Data
School name	Mulberry UTC
Number of pupils in school	372 (64 KS4)
Proportion (%) of pupil premium eligible pupils	70% of KS4
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Katharine Vincent
Pupil premium lead	Leonie Coulson
Governor / Trustee lead	Sue Barrow

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 47233
Recovery premium funding allocation this academic year	£ 7395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 54628

# Pupil premium strategy plan

## Statement of intent

The principal priority for Mulberry UTC is to provide our pupils with life chances – good qualifications and the capacity to be successful, fulfilled, healthy, happy and confident adults with a rich range of personal resources upon which they can draw. Our intention is support all pupils, irrespective of their background or the challenges they face, to achieve this.

As a UTC there is a particular focus on preparing young people for the world of employment and so there is an emphasis on supporting students in both academic and technical/vocational subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals by removing barriers and overcoming challenges through considering the context of the community and each individual's personal circumstances. The plan we have outlined in this statement is intended to support the needs of these students, including those who are already high attainers, as well as vulnerable students such as young carers or those with social workers, regardless of whether they are disadvantaged or not.

High-quality teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help our pupils. To ensure they are effective we will:

- ensure disadvantaged pupils are supported and challenged in the work that they're set
- Identify and act on emerging needs
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Legacy weaknesses in knowledge and understanding from KS3
3	Social and emotional needs
4	Ambition to secure high quality destinations at post 16 and beyond post 16
5	Knowledge gaps in subjects due to COVID-19 lockdown measures. Specifically in content heavy subjects such as Maths and Science.
6	High Prior attaining students making appropriate progress and achieving top grades.

## 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
Pupil premium student outcomes are in line with non-pupil premium student outcomes. Disadvantage is not a limiting factor on student outcomes and progress.	<ul style="list-style-type: none"> <li>• Zero attainment 8 and progress 8 gap between PP and non PP students at the end of KS4.</li> <li>• Gap compared to non Pupil premium students nationally is zero or better.</li> </ul>
Pupil premium students are attending school regularly to receive education and therefore will achieve and progress.	<ul style="list-style-type: none"> <li>• Average 95% attendance or better.</li> </ul>
Pupil premium students are supported to remain in school for the duration of the year.	<ul style="list-style-type: none"> <li>• Zero exclusions</li> </ul>
All students continue on appropriate and high quality post 16 pathways (Education, employment and training)	<ul style="list-style-type: none"> <li>• Destination data showing all students have continued into education employment or training.</li> </ul>
To close knowledge gaps of curricula to enable all students to reach their potential on chosen qualifications. In particular Science and Maths GCSE.	<ul style="list-style-type: none"> <li>• Outcomes in Maths and Science to reach P8 of 0 or better.</li> <li>• Overall outcomes to be +0.1 P8 or better.</li> </ul>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> <li>• Student voice outcomes are positive.</li> </ul>

	<ul style="list-style-type: none"> <li>• Increased uptake in extra-curricular activities, particularly among disadvantaged pupils.</li> <li>• School counsellor to remain active and well-subscribed to most vulnerable students. Attendance of students to these meetings is good.</li> <li>• School attendance figures improve</li> </ul>
<p>High prior attaining students (29%) , especially those who are also Pupil premium (24%) make appropriate progress and achieve more top grades.</p>	<ul style="list-style-type: none"> <li>• P8 scores</li> <li>• An increase in 7+ and D* figures.</li> <li>• An increased average APS among the high prior attaining group.</li> </ul>

## 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: £15,000

Activity	Intended Outcome	Evidence that supports this approach	Owner	When will this be reviewed	Challenge number(s) addressed
Smaller class sizes in Maths, English and Science allowing better quality support for Pupil premium students, high attainers, SEN students.	Improved A8 and P8 in GCSE English and Maths	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a> International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.	Director of Learning for Maths and English	Termly	2, 5, 6
Use of website called Pinpoint Maths to support students to self-monitor areas of strength and weakness and to support teachers in highlighting	Improved A8 and P8 in GCSE Maths	<a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a> Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils be-	Head of KS4 Maths	Termly	2, 5, 6

gaps and providing personalised material.		come more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:			
Digital learning lead has been appointed to support coordination of MS teams so that the online platform can be used to support all students to close gaps and engage with work independently and/or if they are asked to work from home. Including within this is high quality and regular staff training.	Improved A8 and P8 in GCSE English and Maths	Allowing students to access all work at home will benefit students as teachers are able to communicate more readily with students as well as provide all classwork materials each week.	Director of Digital Learning	Termly	2, 5, 6
Teaching and Learning CPD for all teaching staff	Improved A*, P* and L3VA across all subjects	<a href="#">EEF research on metacognition and selfregulation</a> <a href="#">EEF research on collaborative learning approaches</a> This year's CPD will focus on scaffold for challenge and the use of glossaries to improve literacy	Assistant Principal (Teaching and Learning)	Summer 2022	2, 5, 6
SEN CPD	Disadvantage is not a limiting factor on student outcomes and progress.	Session supporting staff to understand how to support PP and SEN learners. Good practice in terms of seating plans <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</a>	Assistant Principal (SEN) SENCO	Summer 2022	3,4

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	Assistant Principals	Termly	2 , 5, 6
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### Targeted academic support

Budgeted cost: £25,000

Activity	Intended Outcome	Evidence that supports this approach	Owner	When will this be reviewed	Challenge number(s) addressed
Additional revision lessons of Maths and Science each week for all students where students have access to their Maths and Science teachers and are guided to close knowledge gaps.	Improved A8 and P8 in GCSE Maths and Science	More time has been allocated in order to gain back teaching and revision time that was lost as a result of the school closures last year. This time is necessary to cover the courses being assessed.	Director of Learning	Termly	2, 5 , 6
Additional small group Maths intervention with Alevel Maths specialist and trust lead practitioner. Targeting high prior attainers to reach grade 7+ and supporting pupil premium students and	Improved A8 and P8 in GCSE Maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups:	Director of Learning	Termly	2, 5, 6

students with persistent absence.		<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>			
Recruitment of academic mentor to support students through intervention, careers and progression advice and study.	All students continue on appropriate and high quality post 16 pathways (Education, employment and training)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	Assistant Principal	Termly	2, 3, 4, 5, 6
1 lesson of additional English provided per week for lower attainers to support with catch up.	Improved A8 and P8 in GCSE English	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a>	Director of Learning	Termly	2, 5

### Wider strategies

Budgeted cost: £15,000

Activity	Intended Outcome	Evidence that supports this approach	Staff Lead	When will this be reviewed	Challenge number(s) addressed
School counsellor working on site part time (0.4) with a priority for the most vulnerable and pupil premium students.	To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<a href="https://www.gov.uk/government/publications/conselling-in-schools">https://www.gov.uk/government/publications/conselling-in-schools</a>	Director of Pastoral Provision	Termly	1, 3, 6



<p>Subsidies and staffing costs for trips and visits to support personal development, student well-being and cultural capital. – Inspirational societies, MUN, Theatre trips, STM academy, pastoral trips, trips through connections with MUTC partners. Supports disadvantaged students and high prior attainers.</p>	<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p><a href="https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility">https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</a></p> <p>We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling. Regardless of these instrumental outcomes, extra-curricular activities were hugely valuable to young people themselves in ways that are not quantifiable. Extra-curricular activities boost young people’s confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work. These more qualitative benefits must not be discounted, especially in the context of contemporary challenges around young people’s mental health and wellbeing.</p>	<p>Director of Pastoral Provision</p>	<p>Termly</p>	<p>1, 3, 4, 6</p>
<p>After school and lunch time clubs offered within school time to support students to spend time doing what they</p>	<p>To achieve and sustain improved wellbeing for all pupils, including</p>	<p><a href="https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility">https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</a></p>	<p>Director of Pastoral Provision</p>	<p>Termly</p>	<p>1, 3, 4</p>

enjoy and form wider aspirations.	those who are disadvantaged.	We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling. Regardless of these instrumental outcomes, extra-curricular activities were hugely valuable to young people themselves in ways that are not quantifiable. Extra-curricular activities boost young people’s confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work. These more qualitative benefits must not be discounted, especially in the context of contemporary challenges around young people’s mental health and wellbeing.			
Attendance strategy – attendance calls, home visits for persistent absence, especially PP and most vulnerable students.	Pupil premium students are attending school regularly to receive education and therefore will achieve and progress.	Embedding principles of good practice set out in DfE’s <a href="#">Improving School Attendance</a> advice.  The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	Director of Pastoral Provision	Half termly	1, 2, 3

Use of EduLink for use by staff, parents and students to review information such as attendance and conduct regularly.	Pupil premium students are attending school regularly to receive education and therefore will achieve and progress.	Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.  The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	Director of Digital Learning	Summer 2022	1
Students without access to a device are given the option to loan from the school.	Disadvantage is not a limiting factor on student outcomes and progress.	Giving students the ability to access work from home will reduce barriers for students.	Director of Digital Learning	Summer 2022	2, 5, 6
Outdoor Learning at Laburnum Boat Club	Enrichment Tracker showing and increased number of students who have experienced outdoor learning	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	Director of Pastoral Provision	Termly	1, 3, 4

**Total budgeted cost: £55,000**

