

Pupil premium strategy statement 2024-25

| Detail | Amount |
|---|---------------|
| Pupil premium funding allocation this academic year | £35,120 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £35,120 |
| Detail | Data |
| School name | Mulberry UTC |
| Number of pupils in school | 540 (77 KS4) |
| Proportion (%) of pupil premium eligible pupils | 53% (41/77) |
| Academic year/years that our current pupil premium strategy plan covers | 2024-25 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Daniel Seed |
| Pupil premium lead | Daniel Seed |
| Governor / Trustee lead | Sue Barrow |

Pupil premium strategy plan

The principal priority for Mulberry UTC is to provide our pupils with excellent 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 tutoring of 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

| Challenge number | Detail of challenge |
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| 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 |

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 |
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| 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"> Zero attainment 8 and progress 8 gap between PP and non PP students at the end of KS4. Gap compared to non-Pupil premium students nationally is zero or better. |
| Pupil premium students are attending school regularly to receive education and therefore will achieve and progress. | <ul style="list-style-type: none"> Average 95% attendance or better. |
| Pupil premium students are supported to remain in school for the duration of the year. | <ul style="list-style-type: none"> Zero suspensions for pupil premium students |

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| <p>All students continue on appropriate and high quality post 16 pathways (Education, employment and training)</p> | <ul style="list-style-type: none"> • Students engage with employers, undertake excellent work experience and feel well informed about their future careers. • Destination data showing all students have continued into education employment or training. |
| <p>To close knowledge gaps of curricula to enable all students to reach their potential on chosen qualifications. In particular Science and Maths GCSE.</p> | <ul style="list-style-type: none"> • Outcomes in Maths and Science to reach 45% 9-5 and 65% 9-4 better. |
| <p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p> | <ul style="list-style-type: none"> • Student voice outcomes are positive. • Increased uptake in extra-curricular activities, particularly among disadvantaged pupils. • School counsellor to remain active and well-subscribed to most vulnerable students. Attendance of students to these meetings is good. • Newly appointed KS4 pastoral lead to support PP students. • School attendance figures improve |
| <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"> • P8 scores • An increase in 7+ and D* figures. • An increased average APS among the high prior attaining group. |

Strategies

| Activity | Intended Outcome | Evidence that supports this approach | Staff Lead | When will this be reviewed | Challenge number(s) addressed |
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| 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. | https://www.gov.uk/government/publications/conselling-in-schools | Assistant principal (pastoral) | Termly | 1, 3 |
| 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. | To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. | https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-socialmobility 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 | Assistant principal (pastoral) | Termly | 1, 3 , 4, 6 |

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| | | 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. | | | |
| 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. | Assistant principal (pastoral) | Summer 2023 Termly | 2, 5, 6 |
| 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 for Science and Maths | Termly | 2 |
| Sparx software to support with independent learning in Maths GCSE. A bespoke software to personalise the level for students and | Improved A8 and P8 in GCSE Maths | The software has been used amongst other schools in the trust where they have seen significant improvement with their students' progress. | Head of Maths | Termly | 2 |

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| <p>Smaller class sizes in Maths and Science allowing better quality support for Pupil premium students, high attainers, SEN students.</p> | <p>Improved A8 and P8 in GCSE English and Maths</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reducing-class-size</p> <p>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.</p> | <p>Director of Learning for Maths and English</p> | <p>Termly</p> | <p>2</p> |
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Total budgeted cost: £50,000

