

Mulberry Academy Woodside Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1158
Proportion (%) of pupil premium eligible pupils	38% (440 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/ 23 to 2024 / 25
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Angela Wallace
Pupil premium lead	Paul Bernard
Governor / Trustee lead	Alice Crawley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£480,158
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£480,158

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Mulberry Academy Woodside is a community where we want everyone to feel supported, safe and happy. Every pupil will be given an education that is:

1. Personalised and that promotes a love of learning
2. Provides breath of knowledge and skills
3. That is enriching and supportive and seeks to bridge the cultural knowledge gap to provide a platform for our students to succeed in whatever they aspire to do.

Through our Pupil Premium strategy, we aim to:

1. To promote the safety and well-being of disadvantaged students following the COVID-19 pandemic, identifying gaps in students learning and addressing these gaps.
2. To improve academic outcomes for our disadvantaged students, including the proportion of students achieving a pass in English and maths and the attainment of those that are already high attainers.
3. Increase the average reading age of students at the end of KS3
4. To ensure that disadvantaged students are developed through a personal development curriculum is reflective of the needs of the community and student body.
5. To improve the attendance of disadvantaged students.

How will we achieve this?

Ensuring that disadvantaged students receive high quality teaching is the core of our approach. Evidence shows that high quality teaching has the greatest impact on closing the disadvantage gap as well as providing benefits for our disadvantaged students.

In addition, we aim to use targeted approaches and identify barriers to learning and provide targeted tuition to close these gaps using targeted interventions. This will also be extended through numeracy and literacy support programmes for key students.

Finally, we will use whole school approaches to provide support for disadvantaged students in overcoming the following barriers:

- lower than expected prior attainment in English and maths
- lower than expected attendance
- struggling with mental health and wellbeing
- struggling with regulating behaviour

Challenges

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

Challenge number	Detail of challenge
1	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers.</p> <p>On entry, current Year 7 disadvantaged students enter with an average Quantitative SAS score of 92.3 compared to non disadvantaged students who average 97.7.</p> <p>Subsequent internal and external assessments (where available) show that this gap reduces during pupils' time at our school.</p>
2	<p>The English attainment of disadvantaged pupils is generally lower than that of their peers.</p> <p>On entry, current Year 7 disadvantaged students enter with an average Verbal SAS score of 95.0 compared to non disadvantaged students who average 95.3.</p> <p>Subsequent internal and external assessments (where available) show that this gap reduces during pupils' time at our school.</p>
3	<p>On entry, disadvantaged students enter with an average reading SAS score of 96.4 compared to non disadvantaged students who average 100.7. The national average score is 100. 9% of disadvantaged students are reading at a significantly low reading SAS of 74 (reading age 6:00– 7:00) compared to 3% non disadvantaged students. These students require a phonics based intervention. Overall 34% of disadvantaged students enter with a below average reading age (below 10:00) compared to 17% non disadvantaged students.</p>
4	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations in maths and English</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. This can cause anxiety, disruptive, antisocial and uncooperative behaviour, truancy and even absence from school.</p> <p>These challenges particularly affect disadvantaged pupils and therefore impact their attainment.</p>
6	<p>Our attendance data indicates that attendance among PP pupils has been around 2% lower than for non-PP pupils.</p>

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 attainment among disadvantaged pupils across the curriculum at the end of KS4.	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: an average Attainment 8 score of 52, E/m +4 85% and E/m +5 60%.
Reduce reading age gaps across during KS3 between disadvantaged students and their peers. Reading age moves closer to age related expectation.	<ul style="list-style-type: none"> ● Reading tests demonstrate improved reading skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. ● Reduced gap between 43% of our disadvantaged students' reading 20% below their chronological age compared to 38% of their peers. ● Reduced gap between 24% of our disadvantaged students reading at more than 20% below their chronological age and 20% of non-dis disadvantaged pupils reading more than 20% below their reading age. ● Investment in improved reading intervention packages accessible by all disadvantaged students.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations shows disadvantages students are happier and more engaged in school ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. <p>A reduction in the proportion of disadvantaged students engaged in negative behaviours</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1-2%. the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 10% higher than their non-disadvantaged peers.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 121,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy assessment online £10k</p>	<p>The Education Endowment Foundation recently ran a project investigating the effectiveness of the programme, which found that it appears to be effective for weaker readers as a catch-up intervention at the start of secondary school.</p> <p>EEF key findings: 1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	<p>1, 2,3</p>
<p>Recruit AHT in charge of Quality of Education to embed literacy across the curriculum in line with EEF recommendations.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p>	<p>1,2,3</p>

£16k	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	
Haringey Education Partnership (HEP) membership to support curriculum development across the school £16k	HEP is a school-led partnership focussed on outcomes for children. They are making links between our school and other local schools to work collaboratively in developing our curriculum. They also support us in gaining access to curriculum experts to help drive curriculum development.	1,2,3,4
Fund an instructional coaching programme to ensure that all teaching is high quality and uses evidence based pedagogy. £50k	Evidence shows that incremental or instructional coaching has a better evidence base than any other form of CPD.	1,2,3,4
Embed the of Bedrock programme to improve literacy/vocabulary across KS3 £12k	Bedrock is a comprehensive vocabulary curriculum that teaches through original fiction and non-fiction. This programme increases reading and evidence shows that reading is a strong predictor of academic achievement. Bedrock also introduces vocabulary in context and provides an overview of vocabulary improvement through assessment.	1,2,3,4
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly. £17k	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1,2,3,4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £182,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint full time maths, english and	EEF key findings:	1,2

<p>science TAs to provide in school additional small group tuition for students making the least progress</p> <p>£13.5k</p>	<ol style="list-style-type: none"> 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. 	
<p>Saturday revision (Eng/Maths) + Half and end of term revision</p> <p>£10k</p>	<p>EEF key findings:</p> <ol style="list-style-type: none"> 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 	<p>1</p>

	<p>5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p>	
<p>Targeted lunchtime MathsWatch clubs</p> <p>£600</p>	<p>Enables students to complete independent study/homework with teacher support. EEF key findings on homework:</p> <p>1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p>	1
<p>Full-time staffing to provide dedicated literacy support to enable all students to access the curriculum; literacy support can be either 1:1 or in small groups. Retain HLTAs in literacy and numeracy.</p> <p>£58k</p>	<p>Poor literacy disproportionately limits disadvantaged students' ability to access the curriculum. Providing individual support will go some way to reducing this barrier.</p> <p>EEF key findings:</p> <p>1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	2,3
<p>Retain TA support for to support students accessing the curriculum students.</p> <p>£100k</p>	<p>Disadvantaged students are overrepresented in the SEND K group. This targeted support can enable SEND students to access the curriculum through teacher guidance/instruction.</p> <p>EEF key findings:</p> <p>1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p>	1,2,3,4,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 177,058

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed PiXL Edge £2k	Students who experience success and develop skill are more engaged and are happier in school. Developing and getting recognition for developing the LORIC attributes will support this.	4
PiXL Health and Wellbeing. £1.5k	An expansive suite of resources to help schools build resilience and promote health, mental wellbeing and positive lifestyle choices amongst students.	4,5,6
Summer school, Enrichment programmes, extra curricular clubs £76,558	EEF key findings: 1. Summer schools have a positive impact on average (three months' additional progress), but are expensive to implement. Providing additional support during the school year may be a more cost effective approach to improving outcomes.	4,5,6
Appointing/ retaining DHoY and an attendance officer to improve attendance. £13.5k	Staff will get training and release time to develop and implement new attendance procedures. This will enable the embedding principles of good practice set out in DfE's Improving School Attendance advice.	6
Appointed an Associate AHT leading Whole school enrichment and clubs, praise, House, Anti-bullying, Trips £13.5k	EEF: Physical activity The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. Participating in sports and physical activity is likely to have wider health and social benefits. There are wider benefits from regular physical activity in terms of physical	1,5

	development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.	
The Laurel, mentoring, counselling (including Open Door) and other support. £70k	Provide a wide-ranging support programme that includes to address the academic, social, emotional and behavioural needs of students. EEF key findings: 1. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. 2. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.	4,5
Anchor Approach Free resource	The Anchor Approach provides education settings with information, advice and support to strengthen whole-school wellbeing and resilience. The training and resources delivered at Mulberry Woodside are research informed with a focus on relationship building, emotional wellbeing and brain development. The Anchor Approach was selected by the LGA to be part of an exhibition at the Houses of Parliament in May 2018 as an example of innovative practice to support mental health & wellbeing. The Anchor Approach training has two broad strands: 1) Creating an emotionally friendly setting for pupils to thrive 2) Meeting pupils developmental needs to foster emotional wellbeing and resilience	1,4

Total budgeted cost: £ 480,158

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome 1 – Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.

We are moving towards our aim of 75%+ disadvantaged students taking EBacc.

- Y11 2022 had 42% of PP students entered for EBacc
- Y11 2023 have 42% of PP students entered for EBacc
- Y11 2024 have 50% of PP students entered for EBacc
- Y11 2025 are on track to have 65%+ of students entered for EBacc

There is some work to be done to achieve our aim of disadvantaged pupils achieving an average A8 score of 52 and APS of 5.0 in 2025. Last year (Y11 2024) PP students achieved an A8 of 45.88, a significant increase on the previous academic year (40.28).

Progress score for disadvantaged pupils was 0.14 showing that progress was above national.

There is work to be done but this outcome is still achievable in 2025.

Outcome 2 - Reduce reading age gaps across during KS3 between disadvantaged students and their peers. Reading age moves closer to age related expectation.

At the end of the 2023/24 academic year we changed to the New Group Reading Test, a far more robust and non adaptive style of paper based testing. To better map progress we are moving away from reading ages and changing to monitoring the SAS scores for pupils. The SAS is based on the number of questions a student has answered correctly; the score is adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. The average score is 100. The SAS is key to benchmarking and tracking progress and is the fairest way to compare the performance of different students within a year group or across year groups.

The Standard Age Score indicates the degree to which an individual's score deviates from the average of pupils of the same age. The scale is based on the 'normal' distribution of scores that would be expected within the population and is calculated on the basis that the overall mean (average) standard age score is 100 and the standard deviation is 15, so that about 68% of people will score between 85 and 115.

All students will complete their second wave of reading testing using the NGRT in Spring HT1 and this will allow us to see changes in the reading patterns across the school year which was not readily available with previous kinds of testing.

We have introduced a more rigorous package of intervention, including the use of Lexonik Leap, Lexia and form time reading with high quality non fiction. Disadvantaged students are a high priority for interventions.

Our current year 8 cohort ended the 23/24 year with a SAS score of 96.7 for disadvantaged students compared to 99.5 for non-dis disadvantaged. Compared to the incoming year 7 cohort where the SAS score is 94.9 for disadvantaged students compared to 100.7 for the non-disadvantaged peers, early indications suggest that we can narrow the reading gap with pupils in KS3.

Outcome 3 - To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.

There has been a significant increase in the number of enrichment activities available and uptake by PP students this year. Particularly notable are residential to Pendarrean, form group activities such as Go APE for all of year 7 and the Science Museum for all of Year 8 and compulsory Year 9 electives programme. There has been an increased participation of school sports fixtures and clubs with a total of 2149 sessions attended September to November and 39% of this being PP students.

Our impact statement from Open Door (a specialist adolescent counselling service) has highlighted that the percentage of students suffering from depression has decreased by 10% as has the percentage of students with abnormal difficulty score. Our student feedback also reported that 66% of students have showed significant progress with their mental health goals. Some examples of goals include:

- To learn to talk about what's difficult
- To feel less anxious
- To feel happier
- To understand my life story
- To have a better relationship with food
- To understand my confusion about my gender

This indicates that we are on track to achieve this outcome by 2025.

Outcome 4 - To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

The impact of COVID-19 disruptions is that nationally the rates of absence and persistent absence in school has increased dramatically. However, at Mulberry Academy Woodside there is significant evidence that interventions that have been put in place have reduced the impact of this disruption. The attendance data below outlines some key headlines.

- We have seen a consistent reduction in PA (Persistent absence below 90%) year on year over the last four academic years. Our PA for 2023-2024 was 17.14%, in comparison to the previous academic year (22/23) it was 18.28% and our PA in 21/22 was 20.33%. Our current PA for this academic year 2024-2025 YTD is 17.51%.

- Our current attendance YTD 2024-2025 is 94.03%. MAW whole school attendance for 23/24 was 93.65% in comparison to the previous year 22/23 it was 93.10%, which is 1% higher than the national average and a 0.5% increase from the previous year.
- 23/24 our PP (92.84%) students' attendance is lower than our non-PP students' attendance (94.53%)

Attendance is improving but we are some way of achieving our goal of an absence rate of no more than 4%. This picture is the same nationally, however positives can be taken from the fact that attendance above national. In addition to this the gap between PP and non-PP attendance has reduced to within 2%.