Pupil premium strategy statement 2021-22

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 Stepney Green Maths, Computing & Science College
Number of pupils in school	1274
Proportion (%) of pupil premium eligible pupils	446 (35%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years Academic years: 2021/22, 2022/23, 2023/24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022, 2023 & 2024
Statement authorised by	Head Teacher
Pupil premium lead	Paul Copson
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£381,045
Recovery premium funding allocation this academic year	£50,000
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	£431,045

Part A: Pupil premium strategy plan

Statement of intent

At Mulberry Stepney Green Maths, Computing & Science College, we believe that the development of the whole child is important and therefore will not be targeting this additional funding purely at examination performance directly. Building self-esteem and confidence amongst young people is important for their personal development and is likely, in due course, to impact upon academic performance as personal skills and attributes increase.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance
2	Low aspirations/motivation/availability to learn
3	Social and interpersonal barriers that can manifest themselves in poor behaviour
4	Emotional factors that affect learning
5	Poor progress through their formative years

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
The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these students.	All pupil premium students are making better progress and attaining higher grades compared to previous year(s).
The funding will be used to narrow and close the gap between the achievement of these students and their peers.	All pupil premium students are making better progress and there is no gap between PP students compared to all other students in school.
As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others	All pupil premium students have as much opportunity compared to others, to enrich their lives, in an academic sense as well as a cultural one.
We will ensure that additional funding reaches the students who need it most and that it makes a significant impact on their education and lives.	All pupil premium students educational experience is better than previously whilst making as enriching as possible

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: £ *80,000*

Activity	Evidence that supports this approach *(Evidence based on Education Endowment Foundation T&L toolkit)*	Challenge number(s) addressed
MS Teams Setup and CPD for staff - This is to help students become more aware of their learning styles and enforce the approaches of metacognition & self-regulation.	1. The potential impact of metacognition and self-regulation approaches is high (+7 months' additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. 2. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.	2. Low aspirations/ motivation/ availability to learn 5. Poor progress through their formative years
Accelerated Reading programme (including Year 7 literacy). - Literacy Coordinator & English Faculty to facilitate this programme for students in years 7 – 9. - To focus on improving reading ages in order to be able to access the curriculum. Students will reach their yearly target reading age by the end of the school year.	1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 2. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. 3. There are indications that approaches involving digital technology can be successful in improving reading comprehension (although there are relatively few studies in this area), particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills	2. Low aspirations/ motivation/ availability to learn 5. Poor progress through their formative years
Literacy Strategies. - Literacy Coordinator to coordinate literacy strategies for the whole school	1. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding	2. Low aspirations/ motivation/ availability to learn 5. Poor progress through their formative years

- To focus on improving literacy across the whole school in order to be able to access the curriculum. Students will be able to apply these strategies to improve their grades by the end of the school year.	the structure of the language used, or understanding particular vocabulary, which may be subject-specific 2. Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.	
Teaching Assistants - Students are supported and taught by teaching assistants.	1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. 2. 2. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.	2. Low aspirations/motivation/availability to learn 5. Poor progress through their formative years
Trips- day and residential -To enable all students to be able to attend educational and enrichment trips. To remove the financial barrier	1. Summer schools & trips have a positive impact on average (three months' additional progress), but are expensive to implement. 2. Greater impact can be achieved when summer schools are intensive, well-resourced, and involve small group or one to one teaching by trained and experienced teachers. It does appear to be an advantage to have teachers who are known to the pupils (typically +4 months overall). In contrast, summer schools without a clear academic component are not usually associated with learning gains, though they may have other benefits.	3. Social and interpersonal barriers that can manifest themselves in poor behaviour 5. Poor progress through their formative years
PSHE programme - To make students aware of the social injustices. Also, to equip students to tackle emotional health factors that are affecting learning.	1. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.	2. Low aspirations/ motivation/ availability to learn 3. Social and interpersonal barriers that can manifest themselves in poor behaviour 4. Emotional factors that affect learning

	2. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.	

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

Budgeted cost: £ *150,000*

Activity	Evidence that supports this approach *(Evidence based on Education Endowment Foundation T&L toolkit)*	Challenge number(s) addressed
Year 7 Numeracy - Credit Suisse (Number Partners) - To engage students with numeracy.	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. 2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	5. Poor progress through their formative years 2. Low aspirations/ motivation/ availability to learn
Literacy 1-2-1 support. Literacy Coordinator to coordinate 1-2-1 support, 1 hour per week. - To focus on improving literacy for the most vulnerable students. One to one support to improve students literacy.	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. 2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	5. Poor progress through their formative years 2. Low aspirations/ motivation/ availability to learn
Speech and Language Intervention One to one work from assessment made by speech and language therapist	1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. 3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. 4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.	5. Poor progress through their formative years 2. Low aspirations/ motivation/ availability to learn

Social Skills Groups - To support vulnerable students by giving them the skills to make and keep friends.	1. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. 2. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. 3. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs. 4. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.	2. Low aspirations/ motivation/ availability to learn 3. Social and interpersonal barriers that can manifest themselves in poor behaviour 4. Emotional factors that affect learning
Soccer School **(Literacy and numeracy intervention)** - A literacy and numeracy intervention based around football. Students do an hour of numeracy and literacy afterschool followed by an hour of football coaching with an outside soccer academy.	1. The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. 2. 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.	2. Low aspirations/ motivation/ availability to learn 3. Social and interpersonal barriers that can manifest themselves in poor behaviour 4. Emotional factors that affect learning 5. Poor progress through their formative years
Careers Advise & developing student's aspirations - To provide on-site access to careers support and advice for all including SEND and Pupil Premium students.	1. The existing wider evidence suggests that the relationship between aspirations and attainment is not straightforward. In general, approaches to raising aspirations have not translated into increased learning. Approaches linked to gains in attainment almost always have a significant academic component, suggesting that raising aspirations in isolation will not be effective 2. Most young people have high aspirations for themselves. Ensuring that students	5. Poor progress through their formative years 2. Low aspirations/ motivation/ availability to learn

	have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. 3. The attitudes, beliefs, and behaviours that surround aspirations in disadvantaged communities are diverse, so avoid generalisations.	
Afterschool clubs and activities (girls only) - To work with our female students to ensure they have the best educational experience and opportunities.	1. Programmes that extend school time have a positive impact on average but are expensive and may not be cost-effective for schools to implement. Schools will also need to consider the workload and wellbeing of their staff. 2. Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit. 3. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.	2. Low aspirations/ motivation/ availability to learn 3. Social and interpersonal barriers that can manifest themselves in poor behaviour 4. Emotional factors that affect learning 5. Poor progress through their formative years
Additional English classes for year 7s and 8s - To help our low ability students to bridge their gaps in learning by having additional lessons in small groups.	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.	5. Poor progress through their formative years

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

Budgeted cost: £200,000

Activity	Evidence that supports this approach *(Evidence based on Education Endowment Foundation T&L toolkit)*	Challenge number(s) addressed
Behaviour for Learning interventions - A lesson, once per week, providing tutoring and self-esteem skills for targeted students who are at risk of exclusion via mentoring programmes. - To manage the behaviour of challenging students with a view to improvement through a specialist group and reward system to deliver self-control techniques. - The sessions provide reflection and learning with support from Learning Support Centre. **Behaviour Outreach** - Outside agency behaviour support for students at risk of exclusion i.e. Youth offending team (YOT). **Anti-Knife Crime Drama (Crime and safety awareness programme)** - To make students aware of the consequences of knife Crime and alternatives to dealing with confrontations. **Behaviour Support Team:** - BST- Members of highly trained staff work with at risk students. This our internal development room where students go to reflect on their behaviour and receive mentoring and restorative justice support.	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. 3. Even within programme types there is a range of impact. If selecting a behaviour intervention, schools should look for programmes that have been evaluated and shown to have a positive impact. 4. When adopting behaviour interventions – whether targeted or universal --– it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.	1. Poor attendance 2. Low aspirations/ motivation/ availability to learn 3. Social and interpersonal barriers that can manifest themselves in poor behaviour 4. Emotional factors that affect learning

Free Breakfast Club - All FSM students are offered a free breakfast each day. **Early morning Homework club** - Improve students access to IT facilities and support students with their homework.	1. Programmes that extend school time have a positive impact on average but are expensive and may not be cost-effective for schools to implement. Schools will also need to consider the workload and wellbeing of their staff.	5. Poor progress through their formative years 3. Social and interpersonal barriers that can manifest themselves in poor behaviour
Outside Motivational Speakers - Fun and engaging revision, motivation and study sessions during revision workshops.	1. The lack of studies identified that tested aspiration interventions mean that there is not enough security to communicate a month's progress figure. 2. It is important to acknowledge that wider evidence indicates that the relationship between aspirations and attainment is complex, and there are many reasons why aspiration interventions may or may not impact upon attainment. 3. Some studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them. Where pupils do have lower aspirations, it is not clear whether targeted interventions have consistently succeeded in raising their aspirations. Also, where aspirations begin low and are successfully raised by an intervention, it is not clear that an improvement in learning necessarily follows. *4. Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.*	2. Low aspirations/ motivation/ availability to learn 4. Emotional factors that affect learning
Uniform and Equipment Shop now opened- free or discounted stationery provided - To ensure that all of our students have access to	1. The current evidence base on school uniform and academic outcomes is extremely weak. The limited evidence base means that an overall impact in months' progress is not communicated.	1. Poor attendance 2. Low aspirations/ motivation/ availability to learn 3. Social and interpersonal barriers that can manifest themselves in poor behaviour

clothing and uniform in order to feel confident and secure at school. We also aim to equip our students with stationery and books to ensure they have all they need to make progress in their lessons and achieve in their exams.	2. Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. 3. Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation. *4. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.*	4. Emotional factors that affect learning
Parent Support workshops - To work with our parents and families and offer support and guidance to families at risk. **Attendance Officer** - To provide additional monitoring and intervention for vulnerable students with additional needs.	1. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. 2. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.	1. Poor attendance 2. Low aspirations/ motivation/ availability to learn 4. Emotional factors that affect learning 5. Poor progress through their formative years
Mental health workshops (Trailblazers) - To ensure mental health is a priority and supporting those who may require it. Buy in additional counselling sessions.	1. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. 2. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.	2. Low aspirations/ motivation/ availability to learn 3. Social and interpersonal barriers that can manifest themselves in poor behaviour 4. Emotional factors that affect learning 5. Poor progress through their formative years

Total budgeted cost: £ *430,000*

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.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Anti-Knife Crime Drama - Crime and safety awareness programme	Anti-Knife Crime Drama
Mental health workshops	Trailblazers
Year 7 Numeracy - Number Partners	Credit Suisse