

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	1190
Proportion (%) of pupil premium eligible pupils	38.66% (460 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 2023
Date on which it will be reviewed	November 2024
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	£467,820
Recovery premium funding allocation this academic year	£124,752
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	£592,572

<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:

Woodside High 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 the NTP and 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>Assessments on entry to year 7 indicate that around 50% of our disadvantaged pupils arrive below age-related expectations compared to 30% of their peers.</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>Assessments on entry to year 7 indicate that around 65% of our disadvantaged pupils arrive below age-related expectations compared to 35% of their peers.</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' average reading age is below expectation and behind their peers and this continues to be the case with 43% of our disadvantaged students' reading 20% below their chronological age. 24% of our disadvantaged students are reading at more than 20% below their chronological age. This is compared to 38% of non disadvantaged students reading up to 20% below their chronological age and 20% of pupils reading more than 20% below their reading age.</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> <p>This is compounded by the fact that disadvantaged students are disproportionately represented in the SEND K (SEMH) group. PP students represent 50% of SEMH students but around 38% of the school population.</p>
6	<p>Our attendance data indicates that attendance among disadvantaged pupils has been between 3% lower than for non-disadvantaged pupils.</p> <p>24% of disadvantaged pupils have been 'persistently absent' compared to 18% the school population 2022-23. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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

	<p>non-dis disadvantaged pupils reading more than 20% below their reading age.</p> <ul style="list-style-type: none"> 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>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<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.

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: £ 148,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy assessment online £10k	<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>	1, 2,3
Recruit AHT in charge of Quality of Education to embed literacy across the curriculum in line with EEF recommendations. £13.5k	<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>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	1,2,3
Haringey Education Partnership (HEP) membership to support curriculum development across the school £16k	<p>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.</p>	1,2,3,4
Fund an instructional coaching programme to ensure that all teaching is high quality and uses evidence based pedagogy. £80k	<p>Evidence shows that incremental or instructional coaching has a better evidence base than any other form of CPD.</p>	1,2,3,4
Embed the of Bedrock programme to improve literacy/vocabulary across KS3 £12k	<p>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</p>	1,2,3,4

	provides an overview of vocabulary improvement through assessment.	
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: £ 266,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
The National Tutoring Programme £30k	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: One to one tuition EEF (educationendowmentfoundation.org.uk)	1
Appoint full time maths, english and science TAs to provide in school additional small group tuition for students making the least progress £13.5k	EEF key findings: 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	1,2

	<p>greater use of this approach may be worthwhile.</p> <p>4. Providing training to the staff that deliver small group support is likely to increase impact.</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>Saturday revision (Eng/Maths) + Half and end of term revision + Maths Tuition from London Academy of Excellence Tottenham</p> <p>£27k</p>	<p>EEF key findings:</p> <p>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>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.</p> <p>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.</p> <p>4. Providing training to the staff that deliver small group support is likely to increase impact.</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>	1
<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>	1

	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).	
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. £78k	Poor literacy disproportionately limits disadvantaged students' ability to access the curriculum. Providing individual support will go some way to reducing this barrier. EEF key findings: 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.	2,3
Retain TA support for to support students accessing the curriculum students. £117k	Disadvantaged students are overrepresented in the SEND K group. This targeted support can enable SEND students to access the curriculum through teacher guidance/instruction. EEF key findings: 1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.	1,2,3,4,5

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

Budgeted cost: £ 177,972

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	4,5,6

	health, mental wellbeing and positive lifestyle choices amongst students.	
Summer school, Enrichment programmes, extra curricular clubs e.g. boxing and dance, £77,472	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
Appointing 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 development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.	1,5
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	4,5

	<p>reduce overall disruption and provide tailored support where required.</p> <p>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.</p>	
<p>Anchor Approach</p> <p>Free resource</p>	<p>The Anchor Approach provides education settings with information, advice and support to strengthen whole-school wellbeing and resilience.</p> <p>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.</p> <p>The Anchor Approach training has two broad strands:</p> <ol style="list-style-type: none"> 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: £ 592,572

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 was a slight drop last year due to the options process taking place during COVID and a different leadership team being in place.

There is some work to be done to achieve our aim of disadvantaged pupils achieving an average A8 score or 52 and APS of 5.0 in 2025. Last year (Y11 2023) PP students achieved an A8 of 39.71.

Progress score of -0.09 with upper confidence limit of 0.09 (0.08 -disadvantaged students) showing that progress was in line with 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.

Renaissance Learning Star Tests in April 2023 report an average reading age of 12.09 for year 9 pupils. It also reported that the Percentile Rank average for year 9 was 61 which was an increase on the previous year. The Percentile Rank ranges from 1–99 and compares student performance to other students in the same grade nationwide. For example, a student with a percentile rank score of 61 performed as well as or better than 61 percent of other students in the same grade nationally. This provides some evidence that reading and literacy interventions have enabled our disadvantaged students to reduce the gap on their peers. The average reading age for disadvantaged pupils according to Literacy Online is 11.9 for KS3 pupils showing our pupils have made positive progress in reading according to national averages.

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, increased participation school sports fixtures and clubs and compulsory Year 9 electives programme.

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 this 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.

- Attendance 2022-23 93.10% / National attendance 92.5%
- PP attendance 2022-23 91.67% non-PP attendance **93.9%**
- Persistent absence 2022-23 18.28% / National persistent absence 22.3%
- PA PP Persistent absence 2022-23 24% / PA non PP 15%

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 almost reduced to within 2%. PA is also below 20% with the gap between non-PP and PP below 10% as set out in our goal. The proportion of PA PP students has also decreased by 7% since 2021-22 and by 1% since 2022-23. As a result, we are on track to meet this outcome by 2025.

