

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 School for Girls
Number of pupils in school	1630
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	A Ward
Pupil premium lead	D Asare
Governor / Trustee lead	A Crawley

### Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£440,710
Recovery premium funding allocation this academic year	£173,190
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	£613,900

## Part A: Pupil premium strategy plan

### Statement of intent

**Mulberry School for Girls is an over-subscribed, fully comprehensive, highly ambitious school with a commitment to social justice, which includes working to achieve social mobility for pupils and their families and better economic prosperity. This ambition pervades every aspect of the school's work every day.**

The school's mission statement is '**Confidence, Creativity, Leadership and Love of Learning for Young Women**' under the Trust's banner seeking '**Outstanding Achievement For All**'. This expresses the DNA of our approach to education at Mulberry. Despite being amidst the wealth and affluence of the City, Docklands and the artistic, sporting and entrepreneurial business hubs of Spitalfields, Shoreditch, Tech City and the Olympic Park, we serve families whose children experience some of the highest rates of child poverty in the UK at 53% (End Child Poverty Coalition 2018), health poverty and worklessness (Tower Hamlets Fairness Report 2018). The school's deprivation index is 5 – in the highest quintile. Most families live in over-crowded social housing. Yet serious social and financial disadvantage does not hold us back. Whilst much of our work entails addressing the barriers disadvantage brings through pastoral care, safeguarding and inclusion, we are unapologetic in the rigour of our curriculum and our approach to learning and teaching, which expects the best achievement from all our pupils and staff.

Our aim is to ensure that all students are given equality of opportunity to achieve their full potential, spiritually, academically, socially and culturally. The pupil premium funding is used to ensure this is the case for all students.

The current pupil premium strategy (2022-2023) aims to improve life chances of PP students by:

- Closing any gaps in progress and attainment
- Improve attendance and engagement in school
- Empower young women through the development of their confidence and voice
- Zero exclusions
- Ensuring there is minimal impact of the covid-19 pandemic on our pupil premium students.

This will be accomplished by quality first teaching in all classrooms, targeted intervention and the wrap around care and support we offer through our enrichment offer and pastoral systems

## Challenges

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

Challenge number	Detail of challenge
1	We believe that pupils should have access to the wealth and prosperity of the area where they live through high skills jobs with good salaries. At present, City, Docklands and other big employers still recruit out of borough to such posts. We want to change this pattern. We want to ensure our young women leave us well-qualified with a full portfolio of skills, attributes and achievements, enabling them to lead successful, happy and prosperous lives – socially and economically – and have access to great employment prospects locally, making a full, impactful contribution to Britain and the wider world. In order to access the ambition we have for all of the girls at Mulberry School we work relentlessly to ensure every child gets the highest level of qualification that is possible. This is achieved by overcoming barriers in literacy, numeracy and ensuring excellent attendance to school.
2	The majority of pupils at our school (98%) are practising Muslims, most of whom are of British Bangladeshi heritage (86%) with the remaining students from a variety of other ethnic backgrounds. Over the past 15 years, the Muslim community has experienced significant turbulence with Islamophobia, extremism and community division since Brexit combining to produce difficult territory for inner London pupils – especially Muslim girls – to traverse. Breaking down external stereotypical attitudes towards our school community is a challenge. We focus our pupil premium spend on improving and enhancing every child’s confidence, with the aim to develop her voice and empower her sense of identity.
3	The important role of families in the education of disadvantaged pupils who make outstanding progress is well-known in research. Parents from disadvantaged families find it more difficult to understand and engage with the school curriculum, and also the processes and their entitlement to challenge.
4	We serve families whose children experience some of the highest rates of child poverty in the UK at 53% (End Child Poverty Coalition 2018), health poverty and worklessness (Tower Hamlets Fairness Report 2018). The

	school's deprivation index is 5 – in the highest quintile. Families are less able to provide extra-curricular activities and cultural capital for their daughters' as result of material deprivation.
5	Most families live in over-crowded social housing, providing limited space at home to work effectively
6	Poor behaviour is usually a symptom of unmet need, and so pupils from disadvantaged backgrounds are more likely to experience behaviour, emotional and social difficulties.

## 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 progress and attainment for PP students	Zero attainment 8 and progress 8 gap
Improved engagement in school	97% Attendance and 98% punctuality
Improved behaviour and engagement in school	Zero Exclusions
Ensure the gap between pupil premium and non-pupil premium students does not increase as a direct result of the disruption caused by the Covid-19 pandemic	Whilst students eligible for PP at MSfG demonstrate progress and attainment significantly above national average, there is a small internal gap with non-eligible students, which we want to close
Ensure equality of access to enrichment opportunities	Engagement in enrichment by students eligible for PP is at least as high as other students

## 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: £341,270

Activity	Intended Impact	Evidence that supports this approach	Staff Lead	Challenge number(s) addressed
<p><i>Curriculum Review &amp; school improvement led by the Quality of Education Team</i></p>	<p>Improved quality of curriculum intent, implementation and impact across the school.</p>	<p>Regular reviews of the curriculum and teaching and learning take place at least once a term externally and every half term through our internal SEF cycle. This has allowed us to ensure that the implementation of our curriculum is consistent and secure across every department . Good practice is shared amongst all staff in our weekly learning boost. Areas for development are addressed promptly through direct line management and support plans. As a result the curriculum is adapted to support children to know, remember and do more over time.</p> <p>Teachers prioritise key groups of learners including SEND/PP/Low readers and scaffold learning to ensure that all students are able to access the curriculum. All teachers implement whole school strategies RAISE (Review-Assess-Instruct-Scaffold-Evaluate) and STEPS to Success to support key groups of learners. This is monitored through our weekly lesson visits.</p> <p>Areas of this work have been informed by the following research:  <a href="https://www.educationendowmentfoundation.org.uk/putting-evidence-to-work-a-schools-guide-to-implementation">Putting Evidence to Work - A School's Guide to Implementation   EEF</a>  <a href="https://www.educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	<p>D Asare</p>	<p>1, 2, 3, 6</p>

		<a href="https://www.educationendowmentfoundation.org.uk/improving-behaviour-in-schools">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulated-learning">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/special-educational-needs-in-mainstream-schools">Special Educational Needs in Mainstream Schools</a>		
<i>Whole School CPD budget</i>	Improved quality of teaching, learning and outcomes for all students with particular focus on disadvantaged pupils.	<p>Continuous professional development budget to be allocated with this research as a focus:  <a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p>All staff have been allocated 16 additional sessions throughout the year to develop their subject knowledge and pedagogy. This is to ensure that all teachers regularly reflect on their practice and are supported to develop as subject experts.</p>	D Asare	1, 2, 6
<i>Exam board training</i>	Improved A8, P8 and L3VA in subjects receiving training	In order to inform high quality subject specific CPD we encourage subject leaders to engage their team in exam board training. This forms part of the allocation of the wider CPD budget.	D Asare	1

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

Budgeted cost: £84,285

Activity	Intended Impact	Evidence that supports this approach	Staff Lead	Challenge number(s) addressed
<i>KS4 Prep programme</i>	Improved A8 and P8 and no PP gap	<p>Allowing students the space to complete their independent learning activities after school has increased engagement with independent learning and improved outcomes. <a href="https://www.charteredcollege.org.uk/strategies-for-supporting-learners-after-school-closures">Strategies for supporting learners after school closures – chartered.college</a></p> <p>The Chartered College of Teachers found this to be</p>	D Asare	1, 3, 5

		an effective recovery strategy. We also offer peer-to-peer tutoring as part of this programme by employing older sixth form students to support learning. This is also included in this research.		
<i>KS4 Academic Mentoring</i>	Improved A8 and P8 and no PP gap	<a href="https://educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a> Our Year 11 Academic Mentor supports students through 1-2-1 classroom interventions. She also runs lunchtime and afterschool workshops to help students engage with their learning positively and remove barriers to learning. The academic focus has led to improved outcomes.	D Asare	6
<i>Sixth form study support</i>	VA of at least +0.5 for targeted students	<a href="https://educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>	Z Elmi	1, 5, 6
<i>KS3 Prep and tutoring lead</i>	Improved reading ages and maths scores for those included	<a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> Research shows a moderate impact of this as an intervention, but because of high numbers of pupils entitled to school-led tutoring interventions, this leadership post will maximise this funding to have an extensive impact on student outcomes and motivation particularly in reading and maths.	J Kaur	1, 5
<i>Saturday and holiday school</i>	Students are given opportunities to address any misconceptions in their learning and work with their teacher in a smaller group setting	<a href="https://educationendowmentfoundation.org.uk">Summer schools   EEF (educationendowmentfoundation.org.uk)</a> Moderate impact of summer schools, but when combined with research about small group tuition (above) we have seen that this intervention can support students to improve their confidence and engagement. This is particularly true of practical subjects.	D Asare & C Harvey	1, 5



<i>Rewards: trips, certificates and prizes</i>	Improved outcomes in all subjects, in particular Maths and English	All year groups will attend at least one reward trip every year to support their learning. Departments also provide opportunities for at least one trip to take place within each year group as a way of developing their cultural capital and exposure to subject specific knowledge .	J Tuffee & Chris Harvey	2, 6
<i>KS4 tuition</i>	Improved A8 and P8 and no PP gap	<a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> This is carefully implemented only in subject areas where there is an identified need. For example, tutoring in Bengali and Maths has supported improved outcomes in the last academic year.	J Skelhorne	1, 5

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

Budgeted cost: £252,910

Activity	Intended Impact	Evidence that supports this approach	Staff Lead	Challenge number(s) addressed
<i>Breakfast club</i>				
<i>Arts programme</i>	Participation in wider arts provision high. Exposure to a plethora of arts opportunities as enrichment.	<a href="#">Arts-in-Schools-Briefing-A4.pdf (culturalllearningalliance.org.uk)</a> A summary of research findings about the impact of a high quality arts education (educationally, socially, personally and economically)	J Tuffee	2, 4, 6
<i>Enrichment programme</i>	Exposure to a plethora of trips, visits and events that increase cultural capital and confidence.	Research highlights that PP students have limited access to enrichment activities. Our Director of enrichment organises whole year group trips as well as trips and visits for	A Ward	2, 4, 6

		selected students. Trips cover a range of different fields including, politics, STEM and the Arts.		
<i>Women's Education</i>	A programme of specific enrichment opportunities exploring identity and women's voice	Research highlights that PP students have limited access to enrichment activities. We have developed a highly successful programme designed to reduce the impact of structural inequality on the basis of sex. It addresses barriers to economic and personal development for girls and women. This report on sexism in schools supports this work <a href="https://www.ukfeminista.org.uk/wp-content/uploads/2019/05/Report-Its-just-everywhere.pdf">Report-Its-just-everywhere.pdf (ukfeminista.org.uk)</a>	A Ward	2, 4, 6
<i>Pastoral Support (Deputy YLCs)</i>	97% attendance and pupils supported to engage with full school life.	<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612212/Improving-school-attendance-support-for-schools-and-local-authorities-2020.pdf">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a> <a href="https://educationendowmentfoundation.org.uk/mentoring-eef/">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>	K Pugh	1, 2, 3, 4, 6
<i>Attendance and welfare</i>	97% attendance	Embedding practices outlined in <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612212/Improving-school-attendance-support-for-schools-and-local-authorities-2020.pdf">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a> through our on-site attendance and welfare team. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	K Pugh	1, 3, 6
<i>Trips and Visits</i>	All pupils to achieve the Mulberry Pledge through engagement with a range of trips, visits and events	Research highlights that PP students have limited access to trips and activities outside of their home. There is also evidence that outdoor and adventure learning has a moderately positive impact on learning. <a href="https://educationendowmentfoundation.org.uk/outdoor-adventure-learning-eef/">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a>	A Ward	2, 4, 6

<i>Careers advisor</i>	Breadth of coverage of the Gatsby benchmarks	<a href="https://d2tic4wvo1iusb.cloudfront.net/SYM873648_Careers-Education-Infographic">SYM873648 Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)</a> 'Young people from poorer home are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need. Careers education works best when it is personalised and targeted to individuals' needs from an early age'. Every year the Careers advisor organises a whole school careers fair and students from each year group receive bespoke careers guidance. Students at risk of being NEET are offered additional 1-2-1 support through a collaboration with the Tower Hamlets Careers Service. All students in Year 10 attend work experience.	C Harvey	2, 4, 6
<i>Home School liaison and community learning</i>	Improved engagement in school life for children of families identified for these services	The important role of families in the education of disadvantaged pupils who make outstanding progress is well-known in research.	K Pugh	2, 3, 6
<i>Microsoft Teams</i>	Students are able to access resources if unable to attend school. Improved student independence through the use of enrichment sites	During the periods of lockdown we had high engagement with online learning – as high as 90 – 97% attendance in online lessons. We have provided over 500 laptops to families to support online learning and it is important that this facility continues to grow and develop to support learning from home.	D Asare	1, 3, 5

**Total budgeted cost: £613,900**

## 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 2021 to 2022 academic year.

46.9% of the 2021 Year 11 cohort were eligible for FSM, compared to 25% nationally.

In 2021 the outcomes for Pupil Premium pupils had a very small gap compared to those not in receipt of the pupil premium:

KPI/Year	2022 (all pupils)	2022 (Pupil Premium)
A8	58.87	55.64
P8	+0.69	+0.56
Basics 9-7 %	26.1	21.6
Basics 9-5 %	64.3	52.6
Basics 9-4 %	80.2	74.2
EBAC APS	5.44	5.10
P8 English	0.96	0.82
P8 Maths	0.24	0.02
P8 EBAC subjects	0.49	0.33
P8 open subjects	1.03	0.96

Over the past 5 years, the trend for progress is upwards. This is in a context where pupils study a traditional academic curriculum and where nearly 50% of pupils are entitled to the pupil premium. The progress score over the last 5 years is an average of 0.85 for all pupils and an average of +0.78 for disadvantaged pupils. This is significantly above national average.

The progress of disadvantaged students is exceptional in almost all categories. The progress of the disadvantaged students at MSFG show that students at the school experience high-quality teaching and high expectations in a nurturing and supportive environment.

**Disadvantaged pupils – ‘Pupil Premium’ five year trends 2018-2022**

<b>KPI/Year</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>A8</b>	<b>52.36</b>	<b>49.54</b>	<b>57.16</b>	<b>58.28</b>	<b>55.64</b>
<b>P8</b>	<b>+0.75</b>	<b>+0.39</b>	<b>+1.05</b>	<b>+0.98</b>	<b>+0.56</b>

Keeping step with national expectations and in most cases exceeding them in GCSE English and Maths is vital to improving the life chances of students from disadvantaged socio-economic backgrounds. The provision for students at the school ensures they have the tools to confidently move forward in further education and employment.

It is well-known that the poorest young people are most likely to miss out on studying a broad and traditional curriculum, with disadvantaged pupils only half as likely to be entered for the EBacc as their classmates. The brightest pupils at primary school, if they are eligible for free school meals are still less likely to take history, geography, a language or triple science at GCSE than their peers. However, at Mulberry we buck the trend as we believe that all students deserve the chance to attain these qualifications at school and this is further demonstrated in the excellent outcomes of the 2021 GCSE cohort. In 2019 94% of students were entered for the EBacc compared to just 40% nationally. The average EBacc points score in 2019 was 4.7 compared to a national average of 4.1. This traditional curriculum is still offered for the vast majority of those in receipt of the pupil premium.

Attendance is strong throughout the school, currently standing at an average of 96.1% over 3 years (higher than the LA and national average) with low levels of lateness, persistent absence and exclusion.

## 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
N/A	

