



## Pupil Premium Policy

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| Key staff members: | All staff                                   |
| Responsible body:  | Project Steering Group/Local Governing Body |
| Adopted:           | June 2017                                   |
| Last reviewed:     | n/a   |
| Next review:       | June 2018                                   |

### 1. Introduction

Mulberry UTC is situated in an area of inner city London which experiences considerable challenges connected to relative and, in some cases, situations bordering on absolute poverty. The issues encountered by students include: poor quality of housing, which can sometimes be extreme i.e. homelessness or squalor; over-crowded housing, which is very common; worklessness; poor health, disability and lower life expectancy; mental health problems within families; violence, substance and alcohol misuse; illiteracy and language barriers; experience of crime, especially on the streets.

Barriers to learning that often arise within this context include:

- lack of confidence and subsequently aspiration;
- lack of parental engagement;
- poor attendance to school and truancy from lessons;
- poor health, fitness and diet;
- difficulties with completion of homework due to lack of personal space and ICT resources;
- mental health issues and complex ESBD;
- poor take-up of further and higher education;
- lack of engagement with opportunities to widen experience beyond school through curriculum enrichment activities.

### 2. Approach to Use of the Pupil Premium

Mulberry UTC will build on the successful approach that has been established at Mulberry School for Girls, which has a clear whole school ethos that provides a holistic approach to raising attainment. Students have to be ready to learn when they come to lessons. Barriers to learning, such as those described above, make this more difficult for many and so the student premium helps Mulberry UTC

to make extra provision for students to ensure that they have the support they need engage with their lessons and get the most out of their school life.

The school aims to provide an environment in which young men and women can become confident and creative learners, with a love of learning. Students are provided with the opportunity to develop their leadership skills in a wide variety of areas. There is a rich global education in which perspectives can be broadened and aspirations created. Opportunities to experience the world of work are offered. There is extensive enrichment of the curriculum so that students enjoy their learning. Parents and families come into school to participate in learning activities and to enrich their own lives through classes that address worklessness, health problems and isolation. The school engenders in students a 'can do' attitude and the desire to make a contribution to the community and the wider world after leaving the UTC.

The pupil premium is used to provide targeted support for groups of students who need different types of intervention so that they can engage with the school's aims effectively. Here are a number of examples:

#### **I. Targeted Intervention in Learning:**

Data on students' performance is analysed rigorously to identify possible under-attainment. A 'nurture' group is created within each year group by the Director of Progress. This is called 'Star Academy'. Students within Star Academy have a personalised programme of support in their learning, the impact of which is monitored and altered as necessary. This support comprises:

- a) Academic Mentoring by a trained worker who sees a student in this group at least once a week for one-to-one tutoring. The mentor also supports the student in some lessons where he or she has more difficulty. The mentor helps the student with organisational skills, study support and homework completion. The mentor meets regularly with parents/carers to discuss the student's progress. The mentor provides a drop-in space at lunchtimes or after school to deal with issues that crop up outside usual mentoring times. If there is any detection of disaffection or difficulty, the mentor picks this up and discusses it with other adults at the school to see what more support can be provided. Mentors are usually role models from the community or former students of the school who are seeking work in education prior to training as teachers.
- b) Alternative Curriculum – where necessary, a student in Star Academy may be given the opportunity to vary slightly their learning programme. This eases the pressure so that they can succeed in those subjects which are identified as being key priorities.
- c) Additional Maths, English and Science support – students may have access to additional support in core subjects where they struggle in one. This is through reconstituted teaching groups in Year 11 so that the teachers who have the strongest track record of working with students who have difficulty teach those classes. Additional classes are provided at weekends, in the holiday or after school.
- d) Academic residentials – students in targeted intervention groups attend a weekend residential in maths, English and/or science in order to provide them with an intensive experience over a 72 hour period in the subject area.
- e) Weekend, after school and school holiday intervention classes are held in every subject area by students' own subject teachers.

- II. Targeted Support through the Inclusion Team:** Mulberry UTC provides targeted support for students through a range of health and social services provided on site. Services currently available within the Mulberry Schools Trust include support by two Attendance and Welfare Officers, a trained counsellor and arts therapist, a social worker, a health adviser and a police liaison officer. Students are identified by Directors of Progress through their detailed knowledge of each student in their year group.

The support happens in the following ways:

- a) Meetings of the Inclusion Panel are held fortnightly, led by the Vice Principal responsible for inclusion and attended by Directors of Progress and the SENDCo. Where issues of poor attendance, poor behaviour, troubled behaviour, poor engagement in lessons have occurred or where incidents of trauma or child protection have arisen, students are discussed individually by the team and a personalised programme is put in place to support each one. This will include home liaison.
- b) Home visits are undertaken by Directors of Progress and other members of the inclusion team, to support and help families where difficulties have arisen.
- c) Regular evaluation is undertaken to monitor impact. Sometimes outside agencies are involved and referrals of students are made to more specialised provision such as psychological or hospital medical services. On occasion, families have been helped with housing where they are in danger of being made homeless thus affecting the educational well-being of a student.

- III. Parental and Community Engagement:** Within the Mulberry Schools Trust, we have found that one of the interventions which has had most impact has been the engagement of parents in their children's learning. Through this work, a collective responsibility for learning amongst students, teachers, parents and the wider community has been created. Mulberry UTC will build on the model established at Mulberry School for Girls, where this work happens as follows:

- a) A parent liaison officer is employed by the school to create a network of family support. She runs activities and workshops to engage parents in their children's education of their daughters. For example, parents come into school to receive their children's mock examination results in small groups. Once the results are opened, parents talk about them with teachers and their children, learning about all the support that is on offer to students going forward to the final summer exams. Parents and children then create an action plan together for the final six months of Year 11.
- b) Parents have a programme of family learning which supports them in dealing with the issues they face at home. Some of the programmes are social to provide strong bonds between families and the school. Some are designed to empower parents to go back into work, for example developing vital skills such as ICT or language and numeracy. Some are designed to address health issues such as diabetes, heart disease and alcohol misuse. All these things impact on the home lives of students and present barriers to learning when they come to school each day. The help and support provided builds confidence within the community and the capacity to find ways out of difficult situations.

- IV. Developing opportunities which instil confidence and support the development of aspiration:** Students at Mulberry UTC will have access to a broad range of programmes and opportunities

which have been developed at Mulberry School for Girls and which enable students to leave school full of confidence and ambition with an enthusiasm for life and a desire to make a positive contribution. Examples of these programmes include:

1. The Model United Nations programme, which Mulberry runs for 30 London state schools and which provides students with the opportunity to mix with many young people as well as providing them with a platform for public speaking.
2. Duke of Edinburgh's Award Scheme
3. Women's Education Office which organises a range of educational projects, including a conference programme in which inspiring women speak about their lives and their successes, usually from business and industry. At Mulberry UTC, we will also develop a programme of personalised and appropriate inputs for young men.
4. Work place mentoring and shadowing with exceptional women in business and industry.