



Pupil Premium Strategy



#TransformingLives

Summary information					
Academy	Mildenhall College Academy				
SLT Lead	Mr R Goodenough				
Link Governor	Mr P Kemp				
Date of most recent PP Review:	September 2018				
Date of next PP Review:	September 2020				
Academic Year	2019-2020	Total PP budget	£ 241,162	Total number of students on roll: (11-16)	1026
				Total PP:	305
				Ever 6 PP:	248
				LAC PP:	8
				Forces:	23

Contextual/Additional information:

The Academy's History:

Mildenhall College (of Technology) converted voluntarily to academy status on 1st July 2013 to the Academy Transformation Trust.

Founded in 1976 and formerly an upper school with students aged 13-18 the school took on two additional year groups in September 2012 under Suffolk County Council's programme for re-organisation and became a community 11-18 (mixed) school operating across two sites. In order to raise standards further the academy re-structured again in 2014 bringing Years 7-11 on to one site (Bury Road) and developing a bespoke Sixth Form centre at the Sheldrick Way site, now called MCA6.

The Academy's Catchment and Socio-economic Profile:

29% of students in the academy are disadvantaged and most of these are FSM6 with Service Children making up 2.2% of the academy population and LAC 0.8%

Forest Heath is an 'area with relatively high levels of deprivation in relation to income, education, skills and training and housing and services'. (Grant Thornton Study). Annual snapshots show that in the Forest Heath area the percentage of Job Seekers Allowance claimants is the fifth highest in the county. Forest Heath is one of the lowest regions within East Anglia where students go into Higher Education (NEACO). The academy is working hard to improve the aspirations of all students using a variety of different strategies (further information is available on our IAG page via our website).

Student Ethos

At Mildenhall College Academy all of our students will be:

Teamworkers

Resilient

Ambitious

Inquisitive

Together

Successful

These are our MCA TRAITS. They are displayed around the academy and in every classroom. Our expectation is for all students to value and demonstrate these key characteristics on every day. Staff will support all students at every opportunity to ensure they do understand and can demonstrate these traits.

Mildenhall College Academy is a great place to learn and no student will be disadvantaged in accessing our full provision. We have a higher than average number of disadvantaged students at the academy. We have exceedingly high expectations of all of our students regardless of their background. The Pupil Premium funding allows us to raise attainment, raise aspirations, improve cultural experiences and also give students the skills they need to take the next steps on the educational journey.

Every student has the opportunity to be successful. We know that quality first teaching is a great way of supporting all students within the academy. Every teacher will have an up to date plan of interventions to support their students in their learning. Alongside this, students receive fantastic pastoral support ensuring that they are prepared for life in modern Britain.

Historic Performance Indicators

	National all 2017	National all 2018	Academy 2017	Academy 2018	National PP 2017	National PP 2018	Academy PP 2017	Academy PP 2018
Progress 8	-0.03	-0.02	0.05	0.15	-0.40	-0.44	-0.12	0.02
E – Baccalaureate	24%	24%	25%	15%	11.7%	12.1%	17%	2%
Basics Grade 4 (English and Maths at Grade 4+)	58.5%	71%	56%	52%	44.3%	44.5%	42%	40%
Basics Grade 5 (English and Maths at Grade 5+)	39.1%	50%	35%	33%	24.5%	24.9%	19%	29%
Basics Grade 4 HAPs (Higher Ability Students)	96%	93%	95%	87%			71%	86%
Basics Grade 4 MAPs (Middle Ability Students)	54%	56%	58%	56%			65%	52%
Basics Grade 4 LAPs (Lower Ability Students)	9%	10%	3%	3%			0%	0%
Basics Grade 5 HAPs	76%	77%	75%	69%			64%	71%
Basics Grade 5 MAPs	24%	24%	25%	35%			5%	35%
Basics Grade 5 LAPs	2%	2%	0%	2%			0%	0%
Attainment 8	4.42	4.43	4.413	4.22	3.7	3.7	3.8	3.8

Average Grade	C	C	C	C-	D+	D+	D+	D
Attendance	95.2	94.6	94.7	95.03%	TBC	TBC	93.8	94.0

Current Performance Indicators					
	National all (not eligible for FSM)	Academy 2019	National PP 2019	Academy PP 2019	Variation
Progress 8	National Data 2019 not yet available	0.09		0.40	+0.31%
E – Bacallaureate		29%		29%	0.0%
Basics Grade 4 (English and Maths at Grade 4+)		57%		54%	-3%
Basics Grade 5 (English and Maths at Grade 5+)		30%		28%	-2%
Basics Grade 4 HAPs (Higher Ability Students)		93%		91%	-2%
Basics Grade 4 MAPs (Middle Ability Students)		51%		69%	+18%
Basics Grade 4 LAPs (Lower Ability Students)		4%		0%	-4%
Basics Grade 5 HAPs		73%		82%	+9%
Basics Grade 5 MAPs		11%		13%	+2%

Basics Grade 5 LAPs		0%		0%	0%
Attainment 8		4.48		4.39	-0.09
Average Grade		C		C	0
Attendance		95.1		93.8	-1.2

2018-2019 Review

Number of students and pupil premium grant (PPG) received	
Total number of students on roll (not including nursery)	989
Total number of students eligible	291
Amount PPG received per pupil	£838.74
Total amount of PPG received	£244,075
Total amount of PPG spent	£244,075

Review of expenditure				
Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improve disadvantaged cultural knowledge of the world they live in. Students will widen and develop their vocabulary because of extra-curricular and academy events.	To take disadvantaged students to places of cultural interest. To introduce a new activity to Tutor	The academy ran a variety of cultural trips in 2018/9. Students had the opportunity to attend heavily discounted trips to the West End, Sea Life Centres, Skills Shows, Art Galleries and Universities.	The academy is pleased with the impact that this had with students. The academy wishes to develop the Cultural Capital of students within MCA by ensuring it is a whole academy priority this year. We will continue with this approach.	£3100

	Time focusing on literacy.			
The gap between non-disadvantaged and disadvantaged students within the academy especially within the EBACC subjects will narrow.	Ensure academy procedures and policies are implemented consistently across the academy. CPD training in briefings and after academy sessions. Teaching assistant employment.	It is pleasing to note that the EBACC entry was the same for PP as for non-pp students. PP students were carefully identified for intervention work to ensure that they achieved in line with their peers.	This strategy will continue into the 2019 academic year. Careful monitoring of humanities subjects (especially geography) will be scrutinised at faculty and SLT level. Additional funding may be allocated.	£140,220
Improved year 7 literacy progress	Literacy catch up/ Small group intervention for reading.	Significant progress was made by students in year 7 to ensure that they are at ARE.	The academy will continue to work with the primary schools at Cross Heads Phase meetings to ensure that the curriculum offers all students the opportunity to succeed.	£13,941
Stretch and challenge (especially for those PP students who are Higher ability)	Whole academy priority. Faculty training. Targeted intervention. Process praise. Employment of TA's and PP champion.	HAP students at grade 4 were nearly in line with their peers however at grade 5 PP students achieved 9% higher than their peers. The academy strategy to focus on HAPs has had impact with HAPs grades increasing from previous years.	Stretch and challenge is now embedded into the curriculum at MCA. Whilst it is no longer an academy priority the curriculum model and schemes of learning ensures that stretch and challenge continues to be an integral part of learning.	£34,000
Improved literacy for disadvantaged students.	Parent/ Student reading reward scheme	There was a lack of parental engagement with this initiative and therefore was not successful.	The academy will not pursue with this in the future.	£0

Improved communication between disadvantaged students and the academy	Use of emails and text messages to promote engagement.	Research carried out Kings College London shows that conversational messages can boost attendance to clubs and IAG events.	The academy will look to develop this in 2019-20 with 'push' text messages (neaco training 2018) being an integral part of communication with parents and students.	£1000
ii. Targeted Support				
	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To support the EBACC subjects with closing the gap between PP and Non PP students.	Networking and CPD training for EBACC subjects. Using UEA subject specialists. Purchasing revision and teaching materials	EBACC entries were up for both PP and Non PP students.	The academy will continue with this approach and the trust is developing Team Network Groups to allow subject areas to improve and share best practise.	£10,464
Provide appropriate IAG for PP students.	Use of PP champion working out of the academy Engagement Zone	Currently no PP student is recorded as NEET or NIL. All students had an offer or learning.	We enlisted the support of a specialist Youth Support Worker from Suffolk County Council to assist with our IAG and work with targeted students. We will continue this again this year.	£47,328
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance for all especially those who are disadvantaged.	Early contact with home. Employing a Community Support Worker. Set up of the Pastoral Board. Use of reward vouchers for good attendance.	Attendance has improved slightly from the previous year. However PA FSM is a priority for the academy.	The academy will look to use 'push' text messages and also a slight change to its reward strategy in 2019-20.	£360

To support disadvantaged students who have trouble accessing uniform, stationery and equipment	Uniform to be purchased for students including PE kit. Revision guides to be bought for students. Any other specialist equipment to be purchased.	The academy works hard to ensure that we can remove any barrier to learning and we have had positive feedback from students and parents about this strategy. Although it is very difficult to measure anything using hard data the academy believes it does contribute to greater inclusiveness and attendance.	The academy will continue this approach in 2019-20 and will hold stock in the House Office.	£.75
To support DT and ART students with additional costs.	Purchasing sketch pads and ingredients for Art and DT students.	PP students in Art and DT have not been disadvantaged by not being able to access resources or ingredients. The academy has strong results in DT again this year.	The academy will continue with this in 2019-20 however there is a slight change to the ordering process for DT ingredients.	£10,464
Increased attendance at the academy including extra-curricular clubs. (Transport Costs)	To assist disadvantaged students with transport from home to the academy and back again.	Extra-curricular data suggests that a greater percentage of PP students attended at least one or more club than their non PP peers.	This is a successful strategy that will continue this year.	£4046
Attendance to cultural events.	Trips to London Theatre, places of interest.	MCA continues to develop students 'Cultural Capital'. The academy believes that giving PP students the opportunity to experience these events, it will undoubtedly allow them to be more creative in the speech and writing skills	The academy believes in this strategy as it helps to develop the MCA TRAITS. An academy priority this year is developing the 'Cultural Capital' of all students.	£3100
Improved attainment across the faculties.	Revision materials bought for year 11 students.	The academy is pleased with the progress of its PP students; with PP students out performing their peers.	A successful strategy that is well received by students and parents/ carers. The academy will continue this.	£1100

Additional detail

The academy is incredibly proud of the students and their GCSE results in 2019. For the first time in the academy's history PP students have outperformed their non-PP peers. The academy staff work tirelessly to support all students and when intervention is appropriate and necessary; staff take swift and immediate action to address any concern. The academy continues to develop its academic and pastoral structures to ensure that communication is effective between all stakeholders.

Barriers to future attainment and progress (for students eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	EBacc entry for 95% students including PP students.
B.	Lower APS on entry for PP students.
C.	PP students are less likely to be ARE in year 7.
D.	Progress in Ebacc subjects to reach national.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Low attendance of PP students in particular the PA of FSM students.
F.	Weak 'Cultural Capital' of the majority of students but in especially within the PP cohort.
G.	'Barriers to Learning' such as not having access to specialist equipment, resources or uniform.
Desired Outcomes	
	Desired outcomes and how they will be measured
	Success criteria

A	PP students continue to make progress in line with their non-PP peers. Progress 8 data.	GCSE results data 2020 will show similar results between the two cohorts. Progress 8 data to be scrutinised.
B	PP HAP students continue to show improvements in attainment for Basics 4+ and Basics 5+.	GCSE results data 2020 will indicate an upward trend.
C	The attendance of PP students improves on an upward trend.	DFE comparison data and internal academy data shows an improving inclination.
D	'Barriers to learning' are removed.	PP students will have the opportunity to access extra-curricular clubs, trips and visits; have access to revision materials, uniform, equipment and anything else that may be required for general day to day consumption.
E	PP students improve their Cultural Capital.	PP students to continue to achieve improved results across the subject areas.

A small but growing number of schools are using their funding for disadvantaged students to offset budget cuts elsewhere, according to polling. The survey of 1,607 teachers, conducted by the National Foundation for Educational Research as part of their Teachers' Voice Omnibus survey, found that one in five didn't know what the main priorities for their pupil premium funding was. The most common priority for spending, identified by over a quarter of teachers (28%), was on early intervention schemes. 13% said that more 1:1 tuition was a priority and 10% said teaching assistants. However, virtually all of the senior leaders surveyed believe that the pupil premium has allowed them to target resources at raising the attainment of their poorest students. 98% of primary and secondary leaders and four out of five classroom teachers (79%) agreed with this statement to either a great extent, to some extent or to a little extent. <https://www.suttontrust.com/newsarchive/small-but-increasing-number-of-schools-are-using-their-pupil-premium-funding-to-offset-budget-cuts-new-sutton-trust-and-education-endowment-foundation-polling/>

Sutton Trust: Academies are not helping disadvantaged children enough: The think-tank examined the performance of disadvantaged students – those entitled to [the pupil premium](#) – in sponsored academies in 39 chains from 2013-2015. The report, *Chain Effects 2016*, it found that 8 out of 39 schools were substantially underperforming compared to the national average for disadvantaged students. <http://www.publicfinance.co.uk/news/2016/07/sutton-trust-academies-are-not-helping-disadvantaged-children-enough>

<http://educationendowmentfoundation.org.uk> provide a teaching and learning tool kit that maps out impact vs spend, this document supports the forecasted use of funding within this document.

As such the following strategy outlines precise spending to ensure pupil premium funding is balanced and meets the needs of all pupil premium children within the academy, whilst complimenting and enriching the existing curriculum.

2019-2020 Strategy

Planned expenditure					
Academic year	2019-2020				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of Education for all					
Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
A	Quality first teaching. CPD Teaching Network Groups Employment of teaching assistants to support targeted students.	The Sutton Trust suggests that any intervention begins with Quality First teaching. Staff should deliver a range of engaging and inspiring lessons that meets the needs of all students whether they are SEN, EAL or disadvantaged. Faculties will be asked to produce their intervention plans with a particular focus to PP students. Teachers are aware of students' barriers to learning and therefore able to plan interventions to support these students.	Faculty progress boards ensure that challenge is being placed within faculties. Faculty data produced will highlight areas of strength of development.	HNo/ JOx	January 2020
Total budgeted cost					£200,000
ii. Targeted support					
Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date

B	The academy recognises that there is a difference in attainment between PP and Non PP students in EBACC subjects. By supporting teaching staff with their CPD and allowing them the chance to join networking groups we can share good practice from other schools and academies.	PP students at MCA could continue to improve their EBACC entry.	Faculty Progress boards, TNG's, Learning walks and lesson observations. Academy trajectory will be scrutinised.	FPB and SLT.	January 2020
Total budgeted cost					£10,000
iii. Other approaches					
Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
C	A revised attendance rewards strategy. Employment of community support worker.	There is still a gap between PP and non PP students in terms of attendance. The academy will look to now reward improved punctuality, improved attendance from previous years and also use the 'nudge' texting system (University of Cambridge 2018)	Through line management meetings. Academy trajectory scrutiny. Local academy committee meetings.	DBa	January 2020

D	Purchasing of uniform, revision guides, specialist equipment, DT ingredients etc. Providing transport.	No student should be disadvantaged by not being to access curriculum essentials. The academy invests in these small wins by removing any potential barrier to learning or attendance by purchasing equipment and resources for PP students. The academy will also provide transport to allow students access to afterschool activities.	This is difficult to monitor using hard data. Feedback from students and parents/ carers will be essential. Reviewing the academy trajectory and attendance data for targeted students may also be carried out.	RGo	January 2020
E	Organising trips and visits to places of interest. CPD Quality first teaching.	Students who are disadvantaged are less likely to have experienced places of interest that have a cost to the visit or travel implications. The academy will provide travel and admission to places of interest, shows and events. Exposure to words and their meanings on a daily basis will hopefully improve student's literacy skills.	This is difficult to monitor using hard data. Feedback from students and parents/ carers will be essential. Reviewing the academy trajectory and attendance data for targeted students may also be carried out.	RGo/ FPB	January 2020
Total budgeted					£30,000

Additional Information:

The academy teaching and learning priorities for 2019-20 are: -

- 1) Developing memory and recall skills for all students
- 2) Improving cultural capital through the curriculum and through a wide range of experiences
- 3) Developing vocabulary for understanding.