

Pupil premium strategy statement

1. Summary information					
School	Mildenhall College Academy				
Academic Year	2016-2017	Total PP budget	£231,900	Date of most recent PP Review	Sept 2016
Total number of pupils	1141 (incl. 195 in 6 th Form)	Number of pupils eligible for PP	290	Date for next internal review of this strategy	Jan 2017
2. Current attainment					
		Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
% achieving 5A* - C incl. EM (2015-16 only)		45%		52% (64.7%)	
% achieving expected progress in English / Maths (2015-16 only)		65%/ 63%		75%/73% (75.8% / 73.4%)	
Progress 8 score average		-0.21 (from KS2) 0.12 (from entry)		-0.09 (from KS2) 0.29 (from entry)	
Attainment 8 score average		42		46	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	Lower APS on entry than national for disadvantaged children				
B.	Higher attainment for disadvantaged girls than boys * (P8 difference of -0.10)				
C.	The lower performance of disadvantaged middle ability white boys				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Low attendance from disadvantaged students (92.3%)				
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)				Success criteria	

A.	Closing the gap between disadvantaged and non-disadvantaged students.	A*-C Measure, Progress and Attainment 8 scores. Trajectory measures taken every half term to measure progress. Final evidence in 2017 results.
B.	Closing the gap between disadvantaged boys and disadvantaged girls performance.	A*-C Measure, Progress and Attainment 8 scores. Trajectory measures taken every half term to measure progress. Final evidence in 2017 results.
C.	Improvement of attendance for all especially those who are disadvantaged.	Attendance figures year on year. Reduction of the 3.3% gap between disadvantaged and non-disadvantaged students.
D.	Reduction of the amount of students who are persistently absent. (2015-2016 this was 20.6% for disadvantaged students)	Attendance figures year on year. Reduction of the 11.3% gap between disadvantaged and non-disadvantaged students.

5. Planned expenditure					
Academic year		2016-2017			
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 teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved year 7 literacy progress	Literacy catch up/ Small group intervention for reading.	Low literacy levels on entry are a barrier to learning. Getting students 'secondary' ready is going to help raise their attainment at MCA.	SENCO to oversee the delivery of the material and monitor the progress of identified students.	RW/ KFI/ CKR	Jan 2017
Increased attainment for disadvantaged students	Materials supplied for disadvantaged students. Including revision books and non IT equipment.	Allowing access to resources will aid attainment.	The progress of disadvantaged students will be tracked half termly.	RG/ KWa	Half termly.
Improved quality first teaching	Ensure academy procedures and policies are implemented consistently across the academy. CPD training in briefings and after academy sessions	The Sutton Trust suggest 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.	Learning walks, lesson observations and work scrutiny.	HN/ RG/ FLs/ HLs	Termly
Getting year 7 students 'secondary ready'	1:4 English and maths working groups.	Small group work is useful to the progress of students (NFER research November 2015)	GL assessments to be completed by all students. A timetable produced for GL assessments. Any absent students to be tested upon their return.	KWa	January 2017
Total budgeted cost					£164,000 approx

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved progress for high attaining students.	Mentoring. AG&T mentoring. Year 11 assembly programme. Faculty leader lead revision sessions.	Small group interventions are proven to be effective and had a positive effect on student's attainment. Students who have a clearer destination are more likely to motivated to achieve,	Organise mentoring timetable. Faculty leaders not to be used as tutors. Full programme of assembly speakers sought from a range of business sectors.	RG/ CM/ CKr	Half termly
Improved attainment	Employment of higher level teaching assistants	Targeted support for individual should improve attainment/	Regular review of data ensuring that progress is made.	SENco	Half termly
Total budgeted cost					£61,000 approx
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improvement in attendance rates	Community Support Worker employed. Careers advisor meetings. Rewards. Tutors and House Leaders to track attendance weekly.	NFER research 2015. We need to get the students into the academy in order to support them fully. If we cannot engage with them at the academy then the Community Support Worker will be accessible to do home visits.		DB	Jan 2017
Increased attendance (uniform)	Uniform to be supplied to those in need. Uniform assistant funding application form on the website.	Providing the right uniform will help with confidence and self-worth.	RG and finance officer to log uniform expenditure.	RG/ Finance	On going
Increased attendance at the academy including	To assist disadvantaged students with transport	To allow students to access the academy and its extra-curricular/ enrichment activities. Students that are motivated	Data information about attendance at extra-curricular clubs kept.	SW/ RG/ DB	Termly

extra-curricular clubs. (Transport Costs)	from home to the academy and back again.	with their curriculum and extra-curricular choices are more likely to have higher aspiration.	Attendance data checked and interventions and actions identified.		
Increased attainment (Music)	To pay for additional music lessons for disadvantaged students.	An increase in motivation and participation in a students' chosen musical area will increase attendance to the academy and attainment.	The FL for music to liaise with AP on costs. Registers to be kept.	JS/ RG	Annually
Total budgeted cost					£10,000 approx

6. Review of expenditure – Please see 2015-2016 Pupil Premium Report on the academy website.

<http://www.mildenhall.attrust.org.uk/parents/pupil-premium/>

Previous Academic Year	2015-2016
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7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

*Using P8 scores there appears to be a 0.1 gap between PP girls and PP boys. The PP boys were statistically significantly negative with an estimated P8 score from KS2 of -0.26 and girls -0.16. From entry the pattern is different. The gap remains but it is smaller. That would suggest that boys +0.10 were more disadvantaged in the closing middle schools than the girls +0.17.

