



# Pupil Premium Review 2017-18

Improving Education Together.

1. Summary information					
<b>Academy</b>	Mildenhall College Academy				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£235,618	<b>Date of most recent PP Review</b>	September 2017
<b>Total number of pupils</b>	1124	<b>Number of pupils eligible for PP</b>	303	<b>Date for next internal review of this strategy</b>	January 2018
<b>Total number of LAC pupils</b>	7	<b>Link governor for PP</b>	P Kemp	<b>Lead teacher for PP</b>	R Goodenough

2. Current attainment - Year 11 Summer 2017 results			
	<i>All pupils</i>	<i>Pupils eligible for PP (your academy)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Progress 8</b>	-0.11 to +0.29	-0.07	0.14 <i>-0.03 state schools (all) -0.38 (PP) 0.10 (other)</i>
<b>E – Baccalaureate</b>	23%	16%	25%
<b>Basics Grade 4 (English and Maths at Grade 4+)</b>	56%	48%	57%
<b>Basics Grade 5 (English and Maths at Grade 5+)</b>	35%	25%	40%
<b>Basics Grade 4 HAPs (Higher Ability Pupils)</b>	83%	71%	89%
<b>Basics Grade 4 MAPs (Middle Ability Pupils)</b>	57%	65%	60%

<b>Basics Grade 4 LAPs (Lower Ability Pupils)</b>	3%	0%	11%
<b>Basics Grade 5 HAPs</b>	72%	64%	75%
<b>Basics Grade 5 MAPs</b>	24%	5%	24%
<b>Basics Grade 5 LAPs</b>	0%	0%	0%
<b>5A*-C English and Maths</b>	56%	51%	57%
<b>5A*-C</b>	67%	59%	68%
<b>Attainment 8</b>	44	41	44
<b>Average Grade</b>	C (4.4)	C- (4.1)	C (4.4)
<b>Attendance</b>	94.7	93.8	95.2

<b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b>	
<b>A.</b>	Lower APS on entry for disadvantaged children(PP 23.8, Non PP 25.9)
<b>B.</b>	Lack of cultural experiences from disadvantaged students
<b>C.</b>	Lower literacy levels
<b>External barriers</b>	
<b>D.</b>	Low attendance from disadvantaged students especially the FSM cohort. PP 93.8 compared to 95.2 for non-PP.
<b>E.</b>	Persistent absentee rate higher from disadvantaged students (13.2% compared to 8.4% for non-PP.)

<b>4. Outcomes</b>	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<b>A.</b>	Improve disadvantaged perceptions and knowledge of the community and world they live in. Will be measured by input into a parental and student questionnaire.	Positive event feedback and questionnaire data.
<b>B.</b>	Close the gap between non-disadvantaged and disadvantaged students within the academy	Progress and Attainment 8 scores. Trajectory measures taken every half term to measure progress. Final evidence in 2018 results.
<b>C.</b>	Improved attendance for all especially those who are disadvantaged.	Attendance figures year on year. Reduction of the gap between disadvantaged and non-disadvantaged students.
<b>D.</b>	Reduction of the amount of students who are persistently absent.	Attendance figures year on year. Reduction of the gap between disadvantaged and non-disadvantaged students.

<b>5. Planned expenditure</b>						
<b>Academic year</b>	<b>2017/18</b>					
The three headings below enable academies to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
<b>i. Quality of teaching for all</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>When will you review implementation?</b>
Improve disadvantaged perceptions and knowledge of the community and world they live in. Will be measured by	To take disadvantaged students to places of cultural interest within society	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	Following academy trip procedures.	RG	£5000	July 2018

input into a parental and student questionnaire.						
Close the gap between non-disadvantaged and disadvantaged students within the academy. There is a gap between the LAP's PP and Non-PP at grade 4 and 5.	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. Faculties will be asked to produce their intervention plans with a particular focus to disadvantaged LAP's.	Learning walks, lesson observations and work scrutiny.	HN/ FLs/ HLs	£1000	Jan 2017
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 to ARE (Age Related Expectations) quickly 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	£17,000	Jan 2017
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.	The academy really wants to push all of our students to be the best that they can be. It is a whole academy priority to ensure that stretch and challenge is embedded into all learners. 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.	SLT/ FLs	£100,000	Jan 2017
<b>Total budgeted cost</b>						£123,000

<b>ii. Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>When will you review implementation?</b>
Improved attendance for all especially those who are disadvantaged.	Use of mini-leagues with rewards for small cohorts of disadvantaged learners. Early contact with home. Employing a community support worker. Set up of the pastoral board.	The academy will employ a Community Support Worker who will be able to do home visits and work with students who are going through crisis. By providing this specific one to one support in a student's time of need it is hoped that we can improve attainment and attendance and deal with any pastoral issues.	SLT will oversee the workload of the Community Support Worker. The Pastoral Board will meet regularly and minutes of actions to be kept. The Attendance Lead will meet regularly with students and parents to find strategies to help support attendance into the academy.	DB, RG, HN	£20000	Jan 2017
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.	By supporting disadvantaged students with equipment and uniform it is hoped that their self-esteem and confidence will improve and therefore an improvement in attainment and attendance will be seen.	Ensure that consistency is applied to the purchasing of goods.	RG, FL's	£1000	Jan 2017
To support DT and ART students with additional costs.	Purchasing sketch pads and ingredients for Art and DT students.	We will be able to ensure that disadvantaged students have access to the same resources and materials that the non-disadvantaged students have,	Order forms to be completed correctly.	RG, GE, PS, HN	£5000	Jan 2017
<b>Total budgeted cost</b>						<b>£26000</b>

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved year 7 literacy progress	Literacy catch up/ Small group intervention for reading.	A comprehensive catch up programme was launched in September 2016. By the end of the academy year disadvantaged students were declared to be meeting Age Related Expectations. In English GL assessments went from 95.3 to 95.8 In Maths GL assessments went from 92.0 to 92.3.	Although time consuming and using a lot of resources it is clear that action paid off.	£45,484
Increased attainment for disadvantaged students	Materials supplied for disadvantaged students. Including revision books and non IT equipment.	The academy has achieved one of its best ever set of results. Although there is still a gap between non-disadvantaged and disadvantaged students the performance of disadvantaged students improved from 2015-16	The progress of disadvantaged students has improved from last year. We will introduce new strategies (as stated above) to further improve the attainment of disadvantaged students.	£156,748 (inc TA salaries)
Improved quality first teaching	Ensure academy procedures and policies are implemented consistently across the academy. CPD training in briefings and after academy training sessions.	90% of teaching at Mildenhall College Academy is good or outstanding. A large number of subjects achieved their best ever results.	The whole academy priorities from 2016-17 have had impact. In order to sustain improvement some of these priorities will remain for 2017-18.	

Getting year 7 students 'secondary ready'	1:4 English and maths working groups.	A comprehensive catch up programme was launched in September 2016. By the end of the academy year disadvantaged students were declared to be meeting Age Related Expectations in these subjects. In English GL assessments went from 95.3 to 95.8 In Maths GL assessments went from 92.0 to 92.3.	Although time consuming and using a lot of resources it is clear that this had impact.	£9889
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved progress for high attaining students.	Mentoring. AG&T mentoring. Year 11 assembly programme. Faculty leader lead revision sessions.	Higher ability disadvantaged students did not do as well as their non-disadvantaged higher ability peers.	Stretch and challenge needs to remain a priority.	£2200
Improved attainment	Employment of higher level teaching assistants	Targeted students performed well and were supported using a range of strategies.	Our mentoring programme will continue this year and a Pupil Premium Champion will work with a targeted group of students.	£5000

**iii. Other approaches**



<b>Desired outcome</b>	<b>Chosen action /approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improvement in attendance rates	Community Support Worker employed. Careers advisor meetings. Rewards. Tutors and House Leaders to track	The attendance of disadvantaged students improved from 2015-16 however further improvement is required.	New strategies will be implemented as stated above.	£12000
Increased attendance (uniform)	Uniform to be supplied to those in need. Uniform assistant funding application form on the website.	It is hard to measure the impact of this intervention but during informal conversation and parental feedback disadvantaged students and their families were happy with the support provided.	Continue with this strategy this year.	£1209
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 attendance was good amongst non-disadvantaged students.	Continue with this strategy this year.	£4000
Increased attainment (Music)	To pay for additional music lessons for disadvantaged students.	Students appreciated the lessons that were provided. It improved the attendance of some students and the attainment of GCSE music students.	Continue with this strategy this year.	£300

**Recommendation and actions from the review**

Mildenhall College Academy has continued to make improvements during the 2016-17 academic year. The attainment of disadvantaged students has improved but so has the attainment of non-disadvantaged students. This means that there is still a gap between the two. However the gap is decreasing. The difference between the average grade of disadvantaged student and non-disadvantaged student is now only half a grade (in 2015-16 it was a whole grade). In 2015-16 there was an 8% difference between non-disadvantaged students and disadvantaged students when you look at 5A\*-C including English and Maths. In 2016-17 it was reduced to 5%.

The academy will continue with strategies that have worked over the last academic year but will continue to research and implement new strategies and pedagogy to ensure that all learners are able to obtain their best results.

The whole academy priorities for 2017-18 are: -

- To embed stretch and challenge in our teaching so that our learners achieve the best outcomes possible
- To develop the resilience of our learners so that they step up to the challenges they have to face with confidence and independence
- To improve the literacy of our learners so that they can express themselves confidently in writing