



Pupil Premium Review 2018-19

Improving Education Together.

The Context of the Academy

<p>Context of the academy</p>	<p><u>The Academy's History:</u> Mildenhall College (of Technology) converted voluntarily to academy status on 1st July 2013 with a multi-academy sponsor, the Academy Transformation Trust.</p> <p>Founded in 1976 and formerly an upper school with pupils 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.</p> <p><u>The Academy's Catchment and Socio-economic Profile:</u></p> <p>17% of pupils pre-16 and 11% of post-16 students come from homes where incomes are classed as 'hard-pressed' (ACORN) with 11% of the Sixth Form receiving bursary support.</p> <p>28% of pupils in the academy are disadvantaged and most of these are FSM6 with Service Children making up 2.8% of the academy population and LAC 0.8%</p> <p>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 2008). 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 also has one of the highest percentages of lone parent households claiming benefits. (SCC Community Cluster Profiles).</p> <p>The catchment area has been identified as having a low percentage of parents with higher educational qualifications. The majority of students come from wards in Forest Heath where the percentage of adults holding higher education qualifications is between 9.4% and 15.3% compared to the national average of 19.2% and Suffolk average of 21%.</p>
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Student Ethos

At Mildenhall College Academy all of our students will be:

Teamworkers

Resilient

Ambitious

Inquistive

Together

Successful

These are our MCA Traits. They are displayed around the academy in every classroom. Our challenge to our students is to demonstrate these key characteristics on a daily basis. Our members of staff will support our students to demonstrate these traits.

Mildenhall College Academy is a great place to learn if you are from a disadvantaged background. 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 in supporting all students within the academy. Every teacher will have an up to date plan of interventions to support their students in their learning journeys. Alongside this, students receive fantastic pastoral support ensuring that they are prepared for life in modern Britain.

1. Summary information					
Academy	Mildenhall College Academy				
Academic Year	2018/19	Total PP budget	£244,075	Date of most recent PP Review	September 2018
Total number of pupils	989 (Sept 18)	Number of pupils eligible for PP	291	Date for next internal review of this strategy	January 2019
Total number of LAC pupils	8+1	Link governor for PP	P Kemp	Lead teacher for PP	R Goodenough

2. Current attainment - Year 11 Summer 2018 results			
	<i>All pupils</i>	<i>Pupils eligible for PP (your academy)</i>	<i>Pupils not eligible for PP (national average 2017)</i>
Progress 8	0.16	+0.03	0.11
E – Baccalaureate	15%	7%	24%
Basics Grade 4 (English and Maths at Grade 4+)	52%	40%	58.5%
Basics Grade 5 (English and Maths at Grade 5+)	33%	29%	39.1%
Basics Grade 4 HAPs (Higher Ability Pupils)	95%	86%	92%

Basics Grade 4 MAPs (Middle Ability Pupils)	56%	52%	54%
Basics Grade 4 LAPs (Lower Ability Pupils)	3%	0%	9%
Basics Grade 5 HAPs	69%	71%	76%
Basics Grade 5 MAPs	31%	35%	24%
Basics Grade 5 LAPs	0%	0%	2%
Attainment 8	4.21	3.80	4.63
Average Grade	C-	D+	Non PP = 5.0 C
Attendance	95.03%	94.0%	94.6%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Lower APS on entry for disadvantaged children(PP 26.4, Non PP 26.7) NA 28.9
B.	Lower literacy levels
C.	Lower attainment for disadvantaged students in EBACC subjects,
External barriers	
D.	Low attendance from disadvantaged students especially the FSM cohort. (92.6%)
E.	Historical higher persistent absentee rate higher from disadvantaged students (17.65% compared to 8.84% for non PP 2017)
F.	Less wider cultural knowledge for disadvantaged students

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

A.	Improve disadvantaged cultural knowledge of the world they live in. Students will widen and develop their vocabulary because of extra-curricular and academy events.	Positive event feedback and survey data. Completion of literacy activities in tutor time. Improved literacy levels and increased vocabulary of students.
B.	The gap between non-disadvantaged and disadvantaged students within the academy especially within the EBACC subjects will narrow.	Progress and Attainment 8 scores will show improvement and a narrowing of the in school gap. Trajectory measures taken every half term to measure progress. 2019 results.
C.	Improved attendance for all especially those who are disadvantaged. This will be measured using attendance data for the academic year.	An improvement on the 2017-18 figures. Reduction of the gap between disadvantaged and non-disadvantaged students.
D.	Reduction of the amount of students who are persistently absent.	An improvement on the 2017-18 figures. Reduction of the gap between disadvantaged and non-disadvantaged students.

5. Planned expenditure						
Academic year	2018/19					
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.						
i. Quality of teaching for all						
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 Time focusing on literacy.	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 students literacy skills.	Following academy trip procedures. Tutor time learning walks.	RG	£5000	Short review January 2019 and Final review July 2019

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	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 disadvantaged LAPs. Teachers are aware of students' barriers to learning and therefore able to plan interventions to support these students.	Learning walks, lesson observations and work scrutiny.	HN/ FLs/ HLs	£1000	Short review January 2019 and Final review July 2019
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	Short review January 2019 and Final review July 2019
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 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. TAs will be employed in order to support PP and SEN students.	Learning walks, lesson observations and work scrutiny. Performance management of TAs and PP champion.	SLT/ FLs	£170,000 (including teachers and TA's salaries)	Short review January 2019 and Final review July 2019
Improved literacy for disadvantaged students.	Parent/ Student reading reward scheme	Research suggests that children from disadvantaged students do not read at home with their families. The	Budgeting spreadsheet for rewards.	RG/ tutors	£500	Short review January 2019 and Final review

		academy will reward with vouchers to students if they can show they read books with their families.				July 2019
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.	Schoolcomms monitoring.	RG	£1000	Short review January 2019 and Final review July 2019
Total budgeted cost						£194,500

ii. 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	Cost	When will you review implementation ?
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.	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 to identify students in need of further advice and support with students and parents to find strategies to help support attendance into the academy.	DB, RG, HN	£20000	Short review January 2019 and Final review July 2019

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, FLs	£2000	Short review January 2019 and Final review July 2019
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 non-disadvantaged students have.	Order forms to be completed correctly. Monitor expenditure.	RG, GE, PS, HN	£5000	Short review January 2019 and Final review July 2019
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.	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.	CPD evaluations. LW's.	RG, NP, MEA, CM, FH	£2000	Short review January 2019 and Final review July 2019
Provide appropriate IAG for PP students.	Use of PP champion working out of the academy Engagement Zone	This approach allows for small group and individual IAG advice to be given to disadvantaged students with the the academy.	Close monitoring of the attendance of PP students to IAG meetings. Students go off to appropriate destinations.	RG, S. Williams	£2000	Short review January 2019 and Final review July 2019
Total budgeted cost					£31000	

6. Review of expenditure				
Previous Academic Year		2017-18		
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 2017. By the end of the academy year disadvantaged students were declared to be meeting Age Related Expectations. In English GL assessments went from 94.8 to 95.5. In Maths GL assessments went from 92.4 to 93.7	Progress of year 7 students is increasing with more reaching ARE.	£55763.51 (inc TA salaries)
Increased attainment for disadvantaged students	Materials supplied for disadvantaged students. Including revision books and non IT equipment.	The academy has achieved its best ever results in Progress 8. Although there is still a gap between non-disadvantaged and disadvantaged students, disadvantaged students have made good progress especially in Maths, Humanities and Science.	The quality first teaching and learning strategies are having an effect on all students within the academy. We will look to further refine and target our PP students this year.	£153,594.83
Improved quality first teaching	Ensure academy procedures and policies are implemented consistently across the academy. CPD training in briefings and after academy training sessions.	The typicality of teaching at Mildenhall College Academy is good or outstanding.	The whole academy priorities from 2017-18 have had impact. In order to sustain improvement some of these priorities will remain for 2018-19.	

Getting year 7 students 'secondary ready'	1:4 English and maths working groups. The introduction of Bedrock into the English curriculum.	A comprehensive catch up programme ran from September 2017. By the end of the academy year disadvantaged students were declared to be meeting Age Related Expectations in these subjects. Bedrock learning has had significant impact for lower ability disadvantaged students in English.	Although time consuming and using a lot of resources it is clear that this had impact. Bedrock will also be used in 2018-19.	
ii. Targeted support				
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 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, except for in Maths, Science and Humanities.	Stretch and challenge needs to remain a priority especially for disadvantaged students.	CPD and faculty training time.
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.	£55763.51 (inc TA salaries)
Improved attainment	Use of UEA graduate students to mentor disadvantaged students.	This mentoring programme allowed for some additional maths tuition on a 1:1 basis.	The UEA student will be returning for weekly sessions.	Free

iii. Other approaches				
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
Improvement in attendance rates	Community Support Worker employed. Careers advisor meetings. Rewards. Tutors and House Leaders to track attendance weekly.	The attendance of disadvantaged students improved from 2015-16 however further improvement is required.	The CSW is incredibly busy due to external support being withdrawn in 2018-19 such as school nurse drop ins. We had small number of students who needed a lot of time due to extreme circumstances in their home life.	£500
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.	£1379.07
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 similar between the disadvantaged and non-disadvantaged students. Evidence in the extra-curricular data.	Continue with this strategy this year.	£3493.05

Increased attainment (Music)	To pay for additional music lessons for disadvantaged students.	No money was spent on this during the academic year 2018-19	Continue with this strategy this year if required.	£0
Attendance to cultural events.	Trips to London Theatre, places of interest.	Feedback from students was overwhelmingly positive. For many it was their first time to London. However it is difficult to state the educational impact of these experiences.	Continue with this strategy in 2018-19 if required.	£3504.44
Expected attainment in DT	Purchasing ingredients for disadvantaged students.	Once again students performed well in DT catering (86% A-C). They are also making good progress at KS3.	Continue with this strategy this year.	£870.79
Improved attainment across the faculties.	Revision materials bought for year 11 students.	Progress continues to be made by our disadvantaged students.	Continue with this strategy this year.	£3326.00

Recommendation and actions from the review

Mildenhall College Academy has continued to make improvements during the 2017-18 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 and is projected to narrow significantly close in 2018-19 GCSE results.

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. We shall work closely with NEACO and UEA to provide appropriate support to our disadvantaged students. This will be targeted support for our most vulnerable students.

The academy will also be trialing new initiatives as outlined in this document based on CPD courses that the SLT lead has attended. It is hoped that these will have an impact on our disadvantaged students.

The full accounts are held by the finance office, Principal and Assistant Principal (Pastoral)

The whole academy priorities for 2018-19 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