

Pupil Premium Strategy 2020-21 (and 2019-20 Review)

Academy overview

Academy name	Mildenhall College Academy
Students in academy	1220
Proportion of disadvantaged students	29%
Pupil premium allocation this academic year	£153,340
Academic year or years covered by statement	2020-21 and reviews 2019-20
Publish date	September 2020
Review date	September 2021
Statement authorised by	Regional Education Director
Pupil premium lead	Richard Goodenough
Local Academy Committee (Governor) lead	Jacqui Burke

Disadvantaged pupil performance overview for last academic year

Measure	Academy Performance 2019-20 This year's performance was calculated using Centre Assessed Grades due to the Covid19 pandemic.	Comparison to previous years		
		2018-19	2017-18	2016-17
Progress 8	0.26	0.32	0.02	-0.12
Ebacc entry	64%	26%	2%	17%
Attainment 8	39.63	4.39	3.8	3.8
% Grade 4+ in English and maths	57%	54%	40%	42%
% Grade 5+ in English and maths	33%	28%	29%	19%

2020-21 Executive Summary

Identified Barriers	Desired outcomes	Teaching Priorities		Targeted Academic Support		Wider Support	
		Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
PP Priority 1 Low attendance and higher rates of persistent absence	Whole academy attendance is inline if not better than the national average of 94.8%.	P1 Teachers use SKL & Tutor sessions to support a positive view of academy attendance and address barriers that children may be facing that impact upon their attendance.	NA	P1 Attendance office to conduct 'late gates', support parent/carer meetings and conduct home visits.	£5,000	P1 Rewards for improved attendance and 100% attendance.	£3,000
	Pupil Premium students' attendance is at least as high as their peers if not higher.						
	PA for all pupils to decrease to be inline if not below national (12.7%). PP students PA to decrease in line with their peers.	Children have the opportunity to engage in a broad and balanced knowledge rich curriculum, which enthuses them to want to come to school.	NA	Attendance lead to promote and monitor whole academy attendance through assemblies, displays and family support.	£5,000	Psychologist in Schools project. Includes human toolbox, stand tall and CBT.	NA
	Punctuality improves so that all children are in the academy and ready to learn on time.	Curriculum content reviewed and adapted due to COVID.	NA				Mental Health Team based in the academy.
Pupils behave consistently well, demonstrating high levels of metacognition and self-regulation; enabling them to maintain positive attitudes and commitment to their education.					SSO/EWO/AO/CSW to support students and families.	£60,000	

		Pastoral intervention to support engagement in lessons.	£42,500				
PP Priority 2 Gaps in learning accrued due to COVID	Whole academy progress 8 is above 0.	P2 Quality first teaching and deployment of teaching assistants.	NA	P2 Teaching assistants sign posted to those who require intervention.	£30,000	P2 Rewards for TRAITS.	£5000
	Pupil Premium students achieve a 0+ progress 8 score.	Retaining members of staff and developing their skills through on-going CPD.	NA	Access Arrangements for disadvantaged students. Staff mentoring for identified students.	£1000	FSM support for meals when students are not in the academy.	£3000
	EBacc entry for Pupil Premium students is above 50%.	COVID catch up plan for each curriculum area.	NA	Inclusion room to offer specialised support to overcome identified barriers.	NA		
		Planned intervention through intervention plans/ seating plans and mentoring.	NA	Summer tuition programme.	£10,000		
		Use of digital platforms to set home learning.	£5,200	Provision of laptops and equipment.	£5000		
				Accelerated Reader & Reading Tests	£2,300 £800		

		Extra staffing to support students in core subjects.	£48,763				
PP Priority 3 Lack of experiences that secure wider cultural capital and knowledge	Pupil premium students have a wide range of experiences within their curriculum that develops and deepens their knowledge. This builds confidence and knowledge to help them demonstrate progress throughout the curriculum at a higher level.	<p>P3 Staff Professional Development to ensure confidence and knowledge in delivering the best that has been thought and said through their subjects.</p> <p>Curriculum planning - Knowledge Organisers embedded into curriculum in every subject.</p> <p>Knowledge Tests to recap learning and promote must-know knowledge.</p>	<p>£1000</p> <p>NA</p> <p>NA</p>	<p>P3 Payment for field trips and academic trips for targeted students.</p> <p>Provision of reading texts selected for groups of students based on high cultural content.</p>	<p>£5000</p> <p>£500</p>	<p>P3 Funding for trips/visits when available.</p> <p>Launch of Contour education and Compass + for monitoring student engagement.</p> <p>MCA TRAITS to be embedded in the academy culture and linked to life in the wider community and global world.</p>	<p>NA</p> <p>NA</p> <p>NA</p>
PP Priority 4 High Achieving and Attaining PP	HAAAs who are also pupil premium achieve a positive P8 score and at least in line with their peers.	P4 Teachers identify and monitor PP students through seating and intervention plans.	NA	P4 Enrichment opportunities for Level 2 Further maths.	<p>NA</p> <p>NA</p>		

students making less progress than their peers	Lessons demonstrate challenge for HAAs giving them access to appropriate resources and activities to be able to achieve the top grades. Targeted mentoring, intervention and provision ensures pupil premium students who are HAPs do not fall behind and make excellent progress.	Training provides teaching ideas and resources to support HAAs. Use of digital platforms to set home learning.	NA NA	Mentoring for students who are underperforming or targeted to achieve the very highest grades. Use of my tutor and web packages aimed at HAAs.	£2,000		
PP Priority 5 PP students face more financial barriers than their peers.	Pupil premium students are equipped and ready to access their curriculum. This includes; uniform, IT equipment, resources, stationery, food and enrichment activities. Students will be engaging in enrichment activities and trips. Students will be attending the academy as they are being successful and have the resources required to access the curriculum.	NA	NA	P5 Revision guides provided for all Year 11 pupil premium students. Ensuring all pupil premium students have access to resources and equipment required in class and for home learning.	£15,000 (already identified)	P5 Uniform Equipment Trips Food/care packages for struggling families.	£5000
Total Cost:		£97,463		£81,600		£79,000	

Strategy aims for disadvantaged pupils

Aim	Target	Target date
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Progress 8	0+	Sept 21
Attainment 8	4.4	Sept 21
% Grade 5+ in English and maths	67%	Sept 21
% Grade 4+ in English and maths	41%	Sept 21
Ebacc entry	70%	Sept 20
Attendance of FSM	Is at least as good as their peers	July 21

Teaching priorities for current academic year

Measure	Activity	Predicted cost
<p>PP Priority 1 Attendance & PA</p> <p>Whole academy attendance is inline if not better than the national average of 94.8%.Pupil Premium students' attendance is at least as high as their peers if not higher.</p> <p>Persistent absence (PA) for all pupils to decrease to be inline if not below national (12.7%).</p> <p>PP students PA to decrease in line with their peers.</p> <p>Punctuality improves so that all students are in the academy and ready to learn on time.</p> <p>Students behave consistently well, demonstrating high levels of metacognition and self-regulation; enabling them to maintain positive attitudes and commitment to their education.</p>	<p>To establish SKL and tutor sessions to support a positive view of academy attendance and address identified barriers that children are facing and that impact upon their attendance.</p> <p>To design a curriculum that is broad and balanced and knowledge rich and entuses students to want to come to attend.</p> <p>To develop the skills of support staff to meet the social and emotional needs of children whilst addressing possible mental health issues that may lead to poor attendance through the 'Psychology in Schools' pilot project.</p> <p>To deliver whole academy assemblies whereby pastoral leaders address identified issues that relate to social emotional and mental health issues linked to poor attendance.</p> <p>To enable the Attendance Officer to liaise with parents/carers and offer appropriate support.</p> <p>To enable the Community Support Worker to support students in the academy and at home to ensure they are in the best position to access the curriculum and provision at the academy.</p> <p>To provide pastoral support to improve engagement in lessons.</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>£42,500</p>
<p>PP Priority 2 Gaps accrued due to COVID</p> <p>Whole academy progress 8 is above 0.</p>	<p>To put in place a blended learning action plan which ensures continuity of curriculum to a high quality. Teachers to plan and deliver lessons in an unbroken sequence whether remotely or in the academy.</p>	<p>NA</p>

<p>Pupil Premium students achieve a 0+ progress 8 score.</p> <p>EBacc entry for Pupil Premium students is above 50%.</p>	<p>To provide quality first teaching and the most effective deployment of teaching assistants.</p> <p>To retain members of staff and developing their skills through on-going CPD.</p> <p>To put in place a COVID catch up plan for each curriculum area.</p> <p>To plan intervention through the use of intervention plans/ seating plans and mentoring.</p> <p>To use digital platforms to set home learning and intervention tasks and bespoke work for HAAs and all students based on their individual progress within each subject.</p> <p>To put in place extra staffing to support students in core subjects.</p> <p>To ensure intervention is recorded on intervention plans and is specific to students who have fallen behind and the teaching strategies required in the subject.</p> <p>To ensure the use of knowledge organisers and tests is effective to promote memory and recall of the higher level content.</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>£5,200</p> <p>£48,763</p> <p>NA</p> <p>NA</p>
<p>PP Priority 3 Cultural Capital</p> <p>Pupil premium students have a wide range of experiences within their curriculum that develops and deepens their knowledge. This builds confidence and knowledge to help them demonstrate progress throughout the curriculum at a higher level.</p>	<p>To use staff professional development to ensure confidence and knowledge in delivering the best that has been thought and said through their subjects.</p> <p>To ensure curriculum planning identifies where and how this fits in to subject content. Teachers to plan specific learning activities and opportunities to include this in learning.</p>	<p>£1000</p> <p>NA</p>

	To select resources to ensure that students are exposed to the best that has been thought and said.	NA
<p>PP Priority 4 Progress of HAAs</p> <p>HAAs who are also pupil premium achieve a positive P8 score and at least in line with their peers.</p> <p>Lessons demonstrate challenge for HAAs giving them access to appropriate resources and activities to be able to achieve the top grades.</p> <p>Targeted mentoring, intervention and provision ensures pupil premium students who are HAPs do not fall behind and make excellent progress.</p>	<p>Intervention to be recorded on intervention plans and to be specific to HAAs and the teaching strategies required in the subject.</p> <p>To ensure the use of knowledge organisers and tests is effective to promote memory and recall of the higher level content.</p>	<p>NA</p> <p>NA</p>
Projected cumulative spending		£97,463

Targeted academic support for current academic year

Measure	Activity	Predicted cost
<p>PP Priority 1 Attendance & PA</p> <p>Whole academy attendance is inline if not better than the national average of 94.8%.</p> <p>Pupil Premium students' attendance is at least as high as their peers if not higher.</p> <p>PA for all pupils to decrease to be inline if not below national (12.7%). PP students PA to decrease in line with their peers.</p>	<p>Attendance office to conduct 'late gates', support parent/carer meetings and conduct home visits. To take cases to prosecution and fining if necessary.</p> <p>Attendance lead to promote and monitor whole academy attendance through assemblies, displays and family support and rewards.</p> <p>To implement the COVID attendance support plan to help students return to the academy.</p>	<p>£5,000</p> <p>£5,000</p> <p>NA</p>

<p>Punctuality improves so that all children are in the academy and ready to learn on time.</p> <p>Pupils behave consistently well, demonstrating high levels of metacognition and self-regulation; enabling them to maintain positive attitudes and commitment to their education.</p>	<p>To use the inclusion room and student support and pastoral teams to ensure individuals receive the required support (sensory breaks/small group work/a friendly ear).</p> <p>To ensure that the academy behaviour management process is used consistently.</p> <p>To deploy student support officers to support students struggling to re-engage in lessons.</p> <p>The community support worker to work with students with mental health, wellbeing and behaviour concerns.</p> <p>To track behaviour and attendance and put appropriate support and interventions in place.</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>(already identified)</p> <p>NA</p>
<p>PP Priority 2 Gaps accrued due to Covid</p> <p>Whole academy progress 8 is above 0.</p> <p>Pupil Premium students achieve a 0+ progress 8 score.</p> <p>EBacc entry for Pupil Premium students is above 50%.</p>	<p>'My Tutor' to be used with targeted students for additional support in English, maths and science.</p> <p>Accelerated reader to be used at KS3 to develop reading skills. All students in Year 7 to sit the national reading tests. Information to be used to implement interventions in class, 1:1 and through accelerated reader programme in English.</p> <p>SKL lessons (and IT) to ensure all students have the skills to be able to access online learning fully.</p> <p>To use of digital platforms to set home learning and intervention tasks.</p> <p>To put extra staffing in place to support students in core subjects.</p>	<p>£2,000</p> <p>£2,300 £800</p> <p>NA</p> <p>(already identified)</p> <p>(already identified)</p>

	<p>Teachers to signpost teaching assistants to those who require intervention.</p> <p>Access Arrangements to be put in place for disadvantaged students.</p> <p>Staff mentoring for identified students to be established.</p> <p>Inclusion room provision planned and established to offer bespoke support to help students over-come identified barriers.</p> <p>To deliver a Summer tuition programme.</p> <p>To provide laptops and IT equipment.</p>	<p>£30,000</p> <p>£1,000</p> <p>NA</p> <p>NA</p> <p>£10,000</p> <p>£5,000</p>
<p>PP Priority 3 Cultural Capital</p> <p>Pupil premium students have a wide range of experiences within their curriculum that develops and deepens their knowledge. This builds confidence and knowledge to help them demonstrate progress throughout the curriculum at a higher level.</p>	<p>Pastoral provision including tutor time to be used to promote aspects of cultural capital. These will be identified using academy information through surveys and baseline assessments that identify strengths and gaps in student experience and knowledge.</p> <p>MCA TRAITS will be promoted and put into action through student councils, committees, assemblies and visitors to the academy. This will include planned and coordinated coverage of FBV and cultural capital topics.</p> <p>Payment for field trips and academic trips for targeted students.</p> <p>Provision of reading texts to selected for groups of students based on their high cultural content.</p>	<p>(already identified)</p> <p>NA</p> <p>£5,000</p> <p>£500</p>

<p>PP Priority 4 Progress of HAAs</p> <p>HAAs who are also pupil premium achieve a positive P8 score and at least in line with their peers.</p> <p>Lessons demonstrate challenge for HAAs giving them access to appropriate resources and activities to be able to achieve the top grades.</p> <p>Targeted mentoring, intervention and provision ensures pupil premium students who are HAAs do not fall behind and make excellent progress.</p>	<p>Level 2 further maths to be offered as an additional subject for HAAs in maths.</p> <p>Revision sessions to be planned and delivered targeted at HAAs.</p> <p>Clubs and enrichment activities to be set up in order to develop knowledge and skills as well as access to visitors.</p> <p>The use of digital platforms will be promoted highlighting areas that develop high order thinking and skills.</p> <p>To track and monitor the progress of HAA students and groups. This will include analysis of assessment and performance information and the evaluation of curriculum provision (curriculum and quality of teaching).</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>(already identified)</p> <p>NA</p>
<p>PP Priority 5 PP students face more financial barriers than their peers.</p> <p>Pupil premium students are equipped and ready to access their curriculum. This includes; uniform, IT equipment, resources, stationery, food and enrichment activities.</p> <p>Students will be engaging in enrichment activities and trips.</p> <p>Students will be attending the academy as they are being successful and have the resources required to access the curriculum.</p>	<p>To provide revision guides for all Year 11 pupil premium students.</p> <p>To provide suitable reading materials to students in Years 7-11 to capture their interest, promote reading and ensure they have access to appropriate material.</p> <p>To ensure all pupil premium students have access to resources and equipment required in class and for home learning.</p> <p>To provide IT equipment for students who do not have access. (e.g. internet, device)</p>	<p>£15,000</p> <p>(already identified)</p> <p>(already identified)</p> <p>(already identified)</p>
<p>Projected cumulative spending</p>		<p><i>£81,600</i></p>

Wider strategies for current academic year

Measure	Activity	Predicted cost
<p>PP Priority 1 Attendance & PA</p> <p>Whole academy attendance is inline if not better than the national average of 94.8%.</p> <p>Pupil Premium students' attendance is at least as high as their peers if not higher.</p> <p>PA for all pupils to decrease to be inline if not below national (12.7%). PP students PA to decrease in line with their peers.</p> <p>Punctuality improves so that all children are in the academy and ready to learn on time.</p> <p>Pupils behave consistently well, demonstrating high levels of metacognition and self-regulation; enabling them to maintain positive attitudes and commitment to their education.</p>	<p>To promote and provide rewards for improved attendance and 100% attendance.</p> <p>To offer a free Breakfast club to support both punctuality and attendance.</p> <p>Psychologist in Schools project which includes human toolbox, stand tall and CBT to be rolled out across year groups.</p> <p>Mental Health Team based in the academy to provide 1:1 and group sessions.</p> <p>Home visits by Community Support Worker and additional support from the full time attendance officer.</p> <p>To provide support through SSO mentoring.</p> <p>Half day per week support from the Education Welfare Officer (EWO) to support attendance actions.</p>	<p>£3,000</p> <p>£3,000</p> <p>NA</p> <p>NA</p> <p>£20,000</p> <p>£30,000</p> <p>£10,000</p>
<p>PP Priority 2 Gaps accrued due to Covid</p> <p>Whole academy progress 8 is above 0.</p> <p>Pupil Premium students achieve a 0+ progress 8 score.</p> <p>EBacc entry for Pupil Premium students is above 50%.</p>	<p>To promote and provide rewards for MCA TRAITS - positive behaviours.</p> <p>FSM support for meals when students are not in the academy.</p>	<p>£5,000</p> <p>£3,000</p>
<p>PP Priority 3 Cultural Capital</p> <p>Pupil premium students have a wide range of experiences within their curriculum that develops and deepens their knowledge. This builds confidence and knowledge to help</p>	<p>To provide funding for trips/ visits when available.</p> <p>To launch Contour education and Compass + for monitoring student engagement.</p>	<p>(already identified)</p> <p>NA</p>

Measure	Activity	Predicted cost
<p>them demonstrate progress throughout the curriculum at a higher level.</p>	<p>MCA TRAITS to be embedded in the academy culture and linked to life in the wider community and global world.</p>	<p>NA</p>
<p>PP Priority 4 Progress of HAAs</p> <p>HAAs who are also pupil premium achieve a positive P8 score and at least in line with their peers.</p> <p>Lessons demonstrate challenge for HAAs giving them access to appropriate resources and activities to be able to achieve the top grades.</p> <p>Targeted mentoring, intervention and provision ensures pupil premium students who are HAAs do not fall behind and make excellent progress.</p>	<p>NA</p>	<p>NA</p>
<p>PP Priority 5 PP students face more financial barriers than their peers.</p> <p>Pupil premium students are equipped and ready to access their curriculum. This includes; uniform, IT equipment, resources, stationery, food and enrichment activities.</p> <p>Students will be engaging in enrichment activities and trips.</p> <p>Students will be attending the academy as they are being successful and have the resources required to access the curriculum.</p>	<p>To check quality of uniform and provide for any student without good quality items.</p> <p>To write to parents and inform them of the financial support.</p> <p>To ensure the offer and method for applying for uniform and support is on the website.</p> <p>To ensure easy guidance and access to the application for FSM is on the website.</p> <p>To inform all students and parents/carers of the required equipment and how to access this from the academy.</p>	<p>£5,000</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>

Measure	Activity	Predicted cost
	<p>To inform parents/carers and students if they are entitled to support and what to do if they need support for trips and activities.</p> <p>To provide financial support for trips/visits/experiences.</p> <p>To provide food/care packages for families experiencing hard financial times.</p>	
Projected cumulative spending		£79,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Staff absence due to COVID.</p> <p>New teachers with incomplete NQT year/training year.</p> <p>COVID routines impacting curriculum time.</p> <p>Student attendance (especially due to COVID).</p>	<p>Over staffing in some areas.</p> <p>Enhanced PD offer and tailored support for all teaching staff as well as bespoke package for NQTs/RQTs.</p> <p>SSO/CSW/AO/EWO.</p>
Targeted support	<p>COVID measures.</p> <p>Parental Engagement.</p> <p>Student attendance (especially due to COVID).</p>	<p>Over staffing in some areas.</p> <p>Enhanced PD offer and tailored support for all teaching staff as well as bespoke package for NQTs/RQTs.</p> <p>SSO/CSW/AO/EWO.</p>
Wider strategies	<p>Parental Engagement.</p> <p>Student attendance (especially due to COVID).</p> <p>Access to enrichment due to COVID.</p>	<p>Over staffing in some areas.</p> <p>Enhanced PD offer and tailored support for all teaching staff as well as bespoke package for NQTs/RQTs.</p> <p>SSO/CSW/AO/EWO.</p>

Review: last year's aims and outcomes

Aim	Cost	Outcome	Evaluative Summary						
<p>Improve disadvantaged cultural knowledge. Students will widen and develop their vocabulary because of extra-curricular and academy-based events.</p>	<p>£3784.17</p>	<p>Student surveys evidence that extra-curricular trips were both successful and meaningful. For a number of students, it was their first overseas trip or 'longer' trip away. 146 disadvantaged students attended at least one enrichment trip. There have been significant improvements in the curriculum offer through the development and implementations of knowledge organisers.</p>	<p>This strategy has helped a number of students with their cultural knowledge and awareness of the world around them. This increase in awareness has seen improvement in the use of vocabulary and wider knowledge used in their work across subjects and has also helped inform their career aspirations. Perhaps most importantly, it has built their confidence so that they are more able to try new things and to aim high for their career aspirations.</p>						
<p>Improved communication between disadvantaged students and the academy</p>	<p>Free (Schoolcomms membership required)</p>	<p>Targeted communications have been issued by the academy especially during the lockdown period. There has been communication with vulnerable PP students 2-3 times a week. During lockdown paper packs have been produced and sent home for disadvantaged students. IT provision provided for year 10 students. Help email set up to support learners.</p>	<p>Weekly updates have ensured that parents/carers and students have been well informed about the support available and the academic work expected during partial closure. This has ensured that a significant amount of support has been provided through physical resources and advice. Prior to partial closure regular communication saw a significant increase in the level of participation in enrichment opportunities.</p>						
<p>To support the EBACC subjects with closing the gap between PP and Non PP students.</p>	<p>£177,362.89 Teaching Assistants and Community Support Worker</p>	<p>The gaps between PP and Non-PP students did not widen. At MCA the PP students had a positive progress 8 score.</p> <table border="1" data-bbox="1099 1267 1543 1337"> <thead> <tr> <th data-bbox="1099 1267 1305 1299">Subject</th> <th data-bbox="1305 1267 1422 1299">PP</th> <th data-bbox="1422 1267 1543 1299">Non PP</th> </tr> </thead> <tbody> <tr> <td data-bbox="1099 1299 1305 1337"></td> <td data-bbox="1305 1299 1422 1337"></td> <td data-bbox="1422 1299 1543 1337"></td> </tr> </tbody> </table>	Subject	PP	Non PP				<p>The in-class and targeted support offered by teaching assistants ensured that specific identified barriers in learning were tackled and improvements in learning made. The community support worker worked in the academy and through</p>
Subject	PP	Non PP							

		<table border="1"> <tr> <td>English</td> <td>-0.08</td> <td>0.27</td> </tr> <tr> <td>Maths</td> <td>0.39</td> <td>0.58</td> </tr> <tr> <td>Science</td> <td>0.57</td> <td>0.59</td> </tr> <tr> <td>History</td> <td>0.26</td> <td>0.75</td> </tr> <tr> <td>Geography</td> <td>0.26</td> <td>0.40</td> </tr> <tr> <td>MFL (French)</td> <td>-0.12</td> <td>0.00</td> </tr> <tr> <td>Ebacc</td> <td>0.59</td> <td>0.75</td> </tr> </table>	English	-0.08	0.27	Maths	0.39	0.58	Science	0.57	0.59	History	0.26	0.75	Geography	0.26	0.40	MFL (French)	-0.12	0.00	Ebacc	0.59	0.75	home visits helping students and their families to overcome pastoral barriers preventing them from fully accessing the curriculum. As a result the progress made by PP students was positive.
English	-0.08	0.27																						
Maths	0.39	0.58																						
Science	0.57	0.59																						
History	0.26	0.75																						
Geography	0.26	0.40																						
MFL (French)	-0.12	0.00																						
Ebacc	0.59	0.75																						
Provide appropriate IAG for PP students.	Neaco funding used to supplement. Employment of PP Champion (SWi) £17,000	Positive destinations for 100% of year 11 students. During lockdown support has been offered for IAG and virtual talks. Careers talks have taken place over teams.	This year we have formed relationships with OneStepCloser in order to support PP students with their offer of learning. This has ensured that all students have an appropriate offer of learning post 16/18 and that where required specific support was in place quickly.																					
Improved attendance for all especially those who are disadvantaged.	£320	Attendance (Sept – lockdown) PP 93.39%. Non PP 95.61%. PA PP 20.00%. Non PP 8.03%	The gap remains unchanged between the attendance of PP and Non PP students. The MCA PP cohort does have higher attendance than the national PP average however it is not yet in line with their peers and more work is required. This will be explored through the Trust wide SDG.																					
To support DT and ART students with additional costs.	£575.40	Supporting students with their food costs for DT has enabled them to access the full curriculum and allowed for greater opportunity to gain the higher grades in DT GCSE assessments. For KS3 the students have had access to learning and not been disadvantaged by not	This provision is on-going and vital as it ensures equal access to all curriculum areas and GCSE/A Level options. We will continue with this initiative in 2020/2021.																					

		having ingredients. This means that the subjects as a GCSE option are readily available to all students. During lockdown all GCSE PP ART students were issued with an 'Art Pack' to enable them to continue their studies at home.																						
Increased attendance at the academy including extra-curricular clubs. (Transport Costs)	£1920	Around 25% of PP students attend an extra-curricular club. This is actually higher than non-pp students (20%) and is an increase on the previous year. Students are supported with after academy transport and costs for equipment and lessons were appropriate.	The launch of contour education and compass + in 2020/2021 will give the academy greater detailed evaluation of CEIAG and Extra-curricular opportunities being taken up. This will allow the successful increase in participation to be built on further.																					
Improved attainment across the curriculum.	£4635.01	<p>My tutor introduced to support year 10 PP English students.</p> <p>Revision guide and revision aides provided for all year 11 students and selected other students. Monitoring of PP students as part of FPB meetings.</p> <p>Tackling underperformance through intervention.</p> <p>Academic mentoring put into place for targeted students.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>-0.08</td> <td>0.27</td> </tr> <tr> <td>Maths</td> <td>0.39</td> <td>0.58</td> </tr> <tr> <td>Science</td> <td>0.57</td> <td>0.59</td> </tr> <tr> <td>History</td> <td>0.26</td> <td>0.75</td> </tr> <tr> <td>Geography</td> <td>0.26</td> <td>0.40</td> </tr> <tr> <td>MFL (French)</td> <td>-0.12</td> <td>0.00</td> </tr> </tbody> </table>	Subject	PP	Non PP	English	-0.08	0.27	Maths	0.39	0.58	Science	0.57	0.59	History	0.26	0.75	Geography	0.26	0.40	MFL (French)	-0.12	0.00	The 1:1 SLT mentoring of an individual student was very successful with weekly (minimum) meetings where targeted intervention took place at the core of the programme. This was supplemented by regular meetings/communication with parents/carers. Resources were put in place where appropriate but the emphasis was on promoting memory and recall in parts of subjects where weaknesses/gaps had been identified. This saw students gain in confidence and realise the importance of small parts of knowledge required. We will continue with this initiative in 2020/2021.
Subject	PP	Non PP																						
English	-0.08	0.27																						
Maths	0.39	0.58																						
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		Ebacc	0.59	0.75	
Breakfast Club	£897.12	Students were well prepared for their learning with their basic needs being met. Development of students social and emotional skills and development of the MCA TRAITS was evident through the A2L tables and behaviour information.	There was a strong take up of this initiative which ensured that all students were in an effective physical state to be able to access their learning but also saw an improvement in social skills (also linked to the banning of the use of mobile phones). We will continue with this initiative in 2020/2021.		
Uniform	£916.05	Uniform support for all PP students was in place and utilised heavily.	We will continue with uniform support in 2020/2021. Extend to non PP students due to COVID 19.		
Cumulative Cost	<i>£180,061.01</i>				