

## Pupil premium strategy statement

This statement details our academy's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our academy.

### Academy overview

Detail	Data
Academy name	Mildenhall College Academy
Number of students in the academy	1266 (Yr 7-13 5 <sup>th</sup> October 2021)
Proportion (%) of pupil premium eligible students	31.0%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	22/10/2021
Date on which it will be reviewed	05/01/2022
Statement authorised by	N Hood (Principal)
Pupil Premium Leads	R Goodenough (Assistant Principal) F Hughes (Faculty Leader Maths)
Governor / Trustee lead	J Burke

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£269,310
Recovery premium funding allocation this academic year	£41,470.00

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ £310,780.00

# Part A: Pupil premium strategy plan

## Statement of intent

We plan to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged students at our academy, that is comparable with that of non-disadvantaged students nationally.

Our aim for all students is to be able to confidently demonstrate the academy's ABCs; to Achieve academic success, Be the best they can be and Contribute positively to the Community.

During the period of this planned strategy, we will focus on the key challenges that are preventing our disadvantaged students from attaining well. Our approach will be responsive to both common challenges and our students' individual needs, rooted in robust diagnostic assessment (both faculty and whole academy), not assumptions about the impact of disadvantage.

Our expectation at Mildenhall College Academy is that all students, irrespective of background or the challenges they face, demonstrate the MCA TRAITS. Students will be *team workers*, they will be *resilient*, they will be *ambitious*, they will be *inquisitive*, they will show *togetherness* and they will be *successful*. This will enable them to learn, broaden horizons and be interested and interesting citizens.

The approaches we have adopted complement each other to help students to excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our assessments show that prior high attaining (HPA) disadvantaged students do not perform as well as their non-disadvantaged peers.
2	Our analysis shows some disadvantaged students and families need additional support to secure and sustain better punctuality and attendance, as well as arriving prepared for the start of the day.
3	Our assessments, discussions and observations have identified social and emotional / self-confidence issues for some disadvantaged students.

4	Our observations and data from Go4schools have indicated homework completion is an issue, largely due to insufficient access to technology and access to a suitable and quiet space to work with adult support.
5	A lack of experience of and access to wider and richer vocabulary based on a cultural and contextual knowledge outside of the classroom.
6	Ensuring all staff, including those new to the profession, have strong practice in pastoral and academic elements to drive progress for all students and especially PP students who are underachieving.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved progress and attainment for Higher Ability disadvantaged students.	The progress 8 figure is in line with national and there is no significant difference in nonPP/PP.
Improved attendance for disadvantaged students.	Attendance for disadvantaged students is at least 95% and in line with their peers. PA rate for FSM students decreases over time.
All students demonstrate the MCA TRAITS consistently.	Reduced number of Internal Exclusions and Suspensions for FSM students. Students have improved confidence and resilience both socially and academically.
Students are aware of the importance of homework in the curriculum and know how to access support.	Greater completion of homework and newly established breakfast and after-school clubs well attended. Students are accessing curriculum maps to support with homework. Students have access to revision guides to aid their homework completion.
Staff are using Edukey and use the information to drive and support academic and pastoral improvement.	Edukey is used effectively to promote intervention strategies at senior, faculty, teacher and support staff level.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
New inclusion team is established and supporting students	Including social and emotional support <a href="https://www.kelsi.org.uk/_data/assets/word_doc/0020/65405/Teaching-and-Learning-Toolkit.docx">https://www.kelsi.org.uk/_data/assets/word_doc/0020/65405/Teaching-and-Learning-Toolkit.docx</a>	2, 3, 6
Edukey launched and staff training taking place	Part One; Standard 5 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007716/Teachers_Standards_2021_update.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007716/Teachers_Standards_2021_update.pdf</a>	1, 6
Staff completing Specialist National Professional Qualifications on Behaviour and Culture, Leading Teaching and Leading Teacher Development	Page 10 <a href="https://www.suttontrust.com/wp-content/uploads/2019/12/Developing-Teachers-1.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/Developing-Teachers-1.pdf</a>	1, 4, 5, 6
MCA research groups to explore inquiry questions, including focus on metacognition	<a href="https://researchschool.org.uk/durrington/news/developing-practice-through-teacher-inquiry-groups">https://researchschool.org.uk/durrington/news/developing-practice-through-teacher-inquiry-groups</a>	1, 4, 5, 6

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 100,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast and after-school clubs	Page 22 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a>	2, 4
Teaching assistants/Students Support Officers	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1, 3
Peer mentoring	Rated ninth on the most effective strategies <a href="https://www.kelsi.org.uk/_data/assets/word_doc/0020/65405/Teaching-and-Learning-Toolkit.docx">https://www.kelsi.org.uk/_data/assets/word_doc/0020/65405/Teaching-and-Learning-Toolkit.docx</a>	3
Sixth form mentors	<a href="https://www.kelsi.org.uk/_data/assets/word_doc/0020/65405/Teaching-and-Learning-Toolkit.docx">https://www.kelsi.org.uk/_data/assets/word_doc/0020/65405/Teaching-and-Learning-Toolkit.docx</a>	3
Use of academic interventions including My Tutor with targeted Year 11 students, below target in English or Maths	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1, 3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support with DT catering food costs.	Historic academy data showing exceptional progress for DT students.	1, 6
Support with Uniform and equipment costs.	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/school-uniform</a>	2, 3
Attendance Officer & Community Support Worker.	Previous through to present attendance and progress information. Analysis of safeguarding, behaviour and rewards information.	2, 3, 4

**Total budgeted cost: £ 265,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2020 to 2021 academic year.

#### Overall academy attainment.

Measure	2020-2021*	2019 -20*	Comparison to previous years		
			2018-19	2017-18	2016-17
Progress 8	0.27	0.26	0.32	0.02	-0.12
Ebacc entry	69%	64%	26%	2%	17%
Attainment 8	42.36	39.63	4.39	3.8	3.8
% Grade 4+ in English and Maths	61%	57%	54%	40%	42%

% Grade 5+ in English and Maths	26%	33%	28%	29%	19%
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**\* Performance was calculated using Centre Assessed Grades due to the Covid-19 pandemic.**

Subject by Subject analysis based on centre assessed grades 2020-2021. Pupil premium vs non-pupil premium.

\*Percentage of students obtaining a grade 4 in the English Bacallaureate.

Subject	PP	
English	0.03	
Maths	0.32	
Science	0.27	
History	0.7	
Geography	0.05	
MFL (French)	0.10	
Ebacc 4+*	38%	

Year Group Nat Ave =4 terms	Nat Avg . 18-19	18-19	19-20	20-21
Year 7		96.2		93.6
Year 8		95		92.9
Year 9		94.8		91.9
Year 10		93.9		91.9
Year 11		94.9		



<b>Year 7-11</b>	<b>94.8</b>	95		92.6
Pupil Premium		93.71		88.8
Non-PP		95.48		94.1
SEND		95.84		90.2
Non-SEND		94.89		92.6
<b>Cumulative % all</b>		94.95		92.6

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Contour Education provision mapping tool.	Edukey
Compass Plus	Careers and Enterprise Company
Speechlink	Speech Link Multimedia Limited
Bedrock	Bedrock Learning
Hegarty Maths	Hegarty Maths
MyTutor	My Tutor

## Further information – Review of 2020/2021 Priorities

Full information about 2020/2021 targets can be found in the 2020/2021 pupil premium plan.

Measure	Evaluative Commentary
PP Priority 1 – Attendance and PA	Attendance for 2020/2021 was impacted due to the COVID 19 pandemic. Students who were vulnerable or children of key workers were offered the opportunity to learn in the academy whilst the majority of students were learning from home. The academy offered this provision to students with SEND, those who were classed as vulnerable and also extended it to those who did not have access to IT/internet and a quiet space to learn. In addition IT equipment was provided to 124 students to allow them to fully access remote learning and live lessons. Attendance cannot be accurately recorded for this year due to government guidelines however the academy tracked and monitored attendance in live lessons and followed up non-attendance through regular wellbeing and monitoring calls.
PP Priority 2 – Gaps accrued to COVID	The academy has had to create a new COVID recovery plan for 2021/2022 due to the lockdowns that occurred during 2020/2021. Schemes of learning have been adapted and course content modified to ensure all learners have access to a quality first curriculum upon their return to the academy. Pupil premium

	<p>students continued to receive IT and technical support with the provision of laptops and dongles to ensure that home learning could take place and this equipment loan continued on the return to face to face learning to support homework, intervention and personal study.</p>
<p>PP Priority 3 - Cultural Capital</p>	<p>Trips and visits did not take place in 2020/2021 due to government advice and restrictions. Enrichment activities were offered through the remote learning programme and there was a significant careers programme seeking to inform, enthuse and provide opportunities. Curriculum planning has identified areas of development and the tutor time programme has also included an opportunity to develop wider cultural knowledge.</p>
<p>PP Priority 4 Progress of HAA's</p>	<p>Centre assessed grades were awarded for 2020/2021 and were moderated by the exam boards. The progress of higher ability students improved again through targeted programmes of study, teaching and targeted mentoring. This continues to be an area of focus.</p>





