Pupil premium strategy statement

This statement details our academy's use of pupil premium (and recovery premium for the 2022 to 2023 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	1317 (Year 7-13)
Proportion (%) of pupil premium eligible students	27%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Miss N Hood (Principal)
Pupil Premium Leads	R Goodenough (Assistant Principal) F Ridley-Hughes (Pupil Premium Academic Lead)
Governor / Trustee Lead	Mr Steven Shore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 268,102.88
Recovery premium funding allocation this academic year	£ 81, 972

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 390, 802

Part A: Pupil premium strategy plan

Statement of intent

Our expectation at Mildenhall College Academy is that all students, irrespective of background or the challenges they face, achieve our aims, demonstrate the MCA TRAITS and achieve their full potential. This will be achieved through quality first teaching, high quality enrichment opportunities and cultural development that allows them to grow and develop to be confident citizens in a modern global world.

The PP plan is written using research-based strategies from the EEF Using Pupil Premium and the work of Marc Rowland.

The approaches we have adopted complement each other to help students to excel. Our strategy will focus on the following areas:
- deliver a curriculum through lessons which are knowledge engaged, ambitious and of the highest standard following the MCA Way
- 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 have high expectations of what they can achieve

The PP strategy, in place over the next 3 years, will be regularly reviewed and the impact considered to ensure the strategies in place are benefiting students and leading to improved educational outcomes. It is acknowledged that no single intervention will lead to overall success and that collaborative working through a clear plan, collaboration and regular review is key to monitoring and ensuring success.

Challenges

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

Challenge number	Detail of challenge
1	Our assessment data from the end of Year 10 suggests MPA-HPA students are underperforming compared to their non-disadvantaged peers, especially in securing a Strong Pass in Maths. P8 : PP/non-PP 5+ : Maths PP/non-PP
2	Our attendance and punctuality data shows some disadvantaged students and families need additional support to secure and sustain better punctuality, attendance and preparedness for the start of the day. PP attendance for 2021-22 was 84.5% with non-pp 91.8%.
3	Significant gaps in foundation knowledge (and from prior learning), likely a lasting consequence from Covid19, causing issues with retaining knowledge later in their school careers.
4	Data from Go4schools shows homework completion is less secure, particularly in Year 8 and 10, where the average homework detentions per student is twice as high in PP students than non-PP students.
5	Reading age in PP students is lower than in non-PP students.
6	Ensuring all staff, including those new to the profession, have strong practice in pastoral and academic 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 HigherAbility disadvantaged students.	The progress 8 figure is in line with national and there is no difference in non-PP/PP progress and attainment.
Improved attendance for disadvantaged students.	Attendance for disadvantaged students is above 95% and in line with their non-PP peers. The PA for disadvantaged students reduces and is below 10%
All students demonstrate the MCA TRAITSconsistently.	Reduced number of Internal Exclusions and Suspensions for disadvantaged 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 toaccess 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/Bromcom effectively to monitor student information and set and track targets to drive and support academic andpastoral improvement.	Edukey/Bromcom is used effectively to promote intervention strategies at senior, faculty, house, teacher and support staff level.
Improve reading comprehension for disadvantaged students in KS3.	Reading comprehension tests (NGRT) taken three times per year show an improvement in the number of students reading below their expected age.
To achieve and sustain good mental health and wellbeing for all students especially PP and vulnerable.	Sustained levels of mental health and wellbeing. *Measured by:* Reduced number of referrals to pastoral team/other agencies for mental health concerns. Student voice surveys show high levels of engagement in the academy, rating wellbeing highly. Increased numbers of PP students engaging in extra-curricular activities and opportunities.

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
Inclusion team continues to support disadvantaged students	https://www.kelsi.org.uk/_data/assets/word_doc/0020/65405/Teaching-and-Learning-Toolkit.docx Research shows that teaching students to manage their feelings in an appropriate way, develop positive relationships and to self-regulate is fundamental to strong achievement.	2, 6
Staff completing Specialist National Professional Qualifications in Behaviour and Culture, Leading Teaching and Leading Teacher Development	https://www.suttontrust.com/wp-content/uploads/2019/12/Developing-Teachers-1.pdf (Page 10) Evidence suggests that ongoing professional development that impacts whole academy culture and practice leads to stronger teaching and outcomes in schools.	6
MCA research groups to explore inquiry questions, including use of quality questioning	https://researchschool.org.uk/durrington/news/developing-practice-through-teacher-inquiry-groups Using the EEF Teaching and learning toolkit we have identified strategies with high impact on learning and progress (Teaching and Learning Toolkit	EEF (educationendowmentfoundation.org.uk). Research groups will include a focus on Feedback, Metacognition and Self-regulation. The EEF research suggests that there is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. This promotes clear and actionable feedback, using metacognitive strategies, to inform understanding of students' specific strengths and areas for improvement. Inclusive pedagogy including explaining, modelling and	1, 3

	questioning are crucial (reserachschool.org.uk).	
Retention of key staff.	Consistency and strong understanding of a schools context leads to strong relationships being built over time which in turn gives confidence to the local community. This supports academic progress and attainment for students through ensuring a positive culture and support bridging home and school. (AP PP Lead, PP Academic Lead, Attendance Assistant, Community Support Worker, EAL lead, Teaching Assistants with PP focus, Student receptionist, DT Support, Mini-bus driver, Maths tutor)	1-6

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

Budgeted cost: £ *150,000.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast andafter-school clubs	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf According to the DfE breakfast clubs guidance, evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. Providing disadvantaged students with a breakfast each day will contribute to academic outcomes, reduce days absent from school and significantly add to student wellbeing.	2
Teaching assistants/ Student Support Officers	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition (Page 22) Consistency and strong understanding of a schools context leads to strong relationships being built over time which in turn gives confidence to the local community. This supports academic progress and attainment for students through ensuring a positive culture and support bridging home and school.	1, 3 & 4
Literacy/reading intervention at KS3	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1, 5
Peer mentoring	Rated ninth on the most effective strategies: https://www.kelsi.org.uk/_data/assets/word_doc/0020/65405/Teaching-and-Learning-Toolkit.docx	1, 3

Sixth form mentors	https://www.kelsi.org.uk/_data/assets/word_doc/0020/65405/Teaching-and-Learning-Toolkit.docx	2
Three-day Winter school focusing on Maths and English	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools Evidence suggests that most students will make 3 months+ progress through attending intervention such as this.	1, 6
Online 1-1 intervention focusing on English pass grade	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Evidence from the EEF shows that small group tuition is effective, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Academic mentors from the National Tutoring Programme have been sought to work with PP students , 1:3, on core subjects including Maths, English and Science. Online revision programmes- Tassomai, Pixl. Focus on Year 10 and 11 students in English and Science. Small group tuition	EEF (educationendowmentfoundation.org.uk)	6

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

Budgeted cost: £ 71,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supportwith DT catering & food costs.	Historic academy data showing exceptional progress for students taking DT and especially DT Food. This subject also support life skills that can help students make progress in their independent living.	1, 6

Support with uniform and equipment.	https://educationendowmentfoundation.org.uk/educationevidence/teaching- learning-toolkit/school-uniform Evidence, including from the DFE, suggests that school uniform helps to establish a strong culture as it promotes belonging and brings a focus to the work expected in a school. It also helps ensure a safe and positive environment as students are on a level playing field and not concerned with having the 'right' clothing.	2, 3
AttendanceOfficer & CommunitySupport Worker.	Historic and current attendance and progress information along with analysis of safeguarding, behaviour and rewards information. Attendance/ pastoral staff receive training and time to develop and implement new ideas/strategies. This will include increasing parental engagement of students with poor attendance/ PA, increasing home visits and better communication of attendance issues. Our attendance data shows that post-Covid the attendance of Pupil Premium students is below that of Non-Pupil Premium Students. Attendance and Persistent Absence for Pupil Premium students are below National Average.	2, 3, 4
Private music tuition costs and support with materials to learn musical instruments. Attending sports clubs.	Historic and current attendance and progress information. Analysis of safeguarding, behaviour and rewards information. Arts participation, outdoor adventure learning and physical activity have all been identified by the EEF as low cost, moderate impact interventions. At MCA high numbers select these subjects at GCSE and evidence shows that those who participate in playing an instrument/singing and in playing sport outside of school make greater progress. At KS3 students develop their cultural knowledge which helps them develop and make greater progress in school pre and post 16 as well as in Higher Education and employment.	2,3 4

Total budgeted cost: £ 390,802

Review of 2021/2022 Priorities

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 150,000

Activity	Impact	Actual Spend
New inclusion team is established and supporting students	The inclusion team was established with new student support officers recruited into post. Staff have also been completing training packages such as ELSA. There were no permanent exclusions from within the disadvantaged group. There were 39 fixed term suspensions from disadvantaged students compared with 82 for non-PP students, which proportionally is not significant (1%)	£90,200
Edukey launched and staff training taking place	Edukey was launched by the academy to allow a collation of pastoral information and interventions to be collated by one central platform. This enabled staff to review pastoral support plans and individual learning plans for students in their classes to identify key strategies that have been put in place to support them.	£1100
Staff completing Specialist National Professional Qualifications on Behaviour and Culture, Leading Teaching and Leading Teacher Development	A significant amount of staff completed either their NPQSL or NPQML courses over the course of the academic year. Coaching for ECT's enabled focus on teaching and learning strategies to support their students. SEN and PP students were identified on seating plans and intervention plans were created, monitored and updated.	£1000
MCA research groups to explore inquiry questions, including focus on metacognition	MCA was the first academy within the Academy Transformation Trust to launch inquiry questions. It was pleasing to see a number of projects across the staff were focused on the attainment or attendance of PP students.	£997

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

Budgeted cost: £ *100,000.00*

Activity	Impact	Actual Spend
Breakfast and after-school clubs	Completion of homeworks were monitored by staff. When there was an identified issue then staff would alert SLT who would support in arranging for a laptop or dongle to be issued to support at home. The academy introduced a weekly homework club which was staffed by experienced TAs who were paid from PP to support students with completion of their homework. A key barrier to progress is home-academy transport with buses routinely arriving late in the morning and up to 40 minutes after the end of the academy day. This is a combination of ongoing significant highways works resulting in road closures and contractual competition with the American schools who pay significantly above Suffolk Transport. This affects both PP and non-PP students. A solution is currently being explored jointly by the academy and SCC.	£15,323
Teaching assistants/Students Support Officers	Recruitment of TAs (now in post) supporting targeted students within lessons who have been identified through analysis of subject data. 1:1 or small group work now in place. There was an observed improvement in quantity and quality of learning in lessons due to this support in place, with students staying in lessons longer instead of using timeout cards or removed due to escalating behaviour.	£75,068
Peer mentoring	SLT peer mentoring groups established. SLT support required to ensure targeted PP students were given a key person to support with their studies in the run up to their GSCE exams. Pastoral peer mentoring continued to run.	£1000
Sixth form mentors	Sixth form mentors continue to run and re-established after the pandemic. Student voice from mentees state that they find the pastoral support useful and has increased their confidence and resilience.	£500
Use of academic interventions including My Tutor with targeted Year 11 students, below target in English or Maths	The academy also continued to subscribe to Bedrock. With students who were PP obtaining a wider range of vocabulary than non-PP students. (PP students make quicker progress)	£11,480

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

Budgeted cost: £ 15,000

Activity	Impact	Actual Spend
Support with DT catering food costs and music lesson.	The academy continued to support with private music lessons and resources supporting students who required additional tuition to support their GCSE entry to music. PP students received ingredients so they could access learning in practical cooking lessons.	£7501
Support with Uniform and equipment costs.	33% (7-11, 28% 7-13) of students in the academy are disadvantaged (and this figure is growing) which is just above the national average and most of these are FSM6 with Service Children making up 2.1% of the academy population and LAC 0.8%. The catchment area has been identified as having a low percentage of parents/carers 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%. 50% of Sixth Formers live in a POLAR1 area and as a result the academy qualified for funding from the NEACO/Take Your Place project to help more young people progress on to university. Equipment monitoring was introduced and analysed. This led to an increase in stationery being purchased for those students who were PP and not being equipped for their learning, focusing on Year 7 to ensure students get into the routine of having the correct equipment and knowing how to use it accurately e.g. calculator, pair of compasses, protractor, ruler.	£20,100
Attendance Officer & Community Support Worker.	A key priority for 2022-2023 is to improve attendance and reduce PA to pre-pandemic levels for all students and especially those in receipt of FSM.	100% salary cost of Attendance Assistant 75% salary cost of Community support worker
Support with wider curriculum experiences.	Trip and visits re-commenced in 2021 – 2022 and the academy supported PP students towards the cost of these. Each trip that students attend a brief piece of feedback is obtained from the students as to which aspects of the trip they found useful were.	£2005

Academy Progress and Attainment Data

Overall the gap between PP students and Non-PP students was –0.25 for progress 8. The gap between current FSM and Non-FSM was –0.39 for Progress 8.

The gap between PP students and Non-PP students was –7.89 for Attainment 8.

The gap between PP students and Non-PP students for Grades 9-8 was –4.49%. The gap for Grades 9-7 was –7.71%. The gap for Grades 9-5 was –17.09%.

Unfortunately, the gap has increased from 2021 results, but likely would have been far greater without the planned interventions taking place.

The gap has widened from the last set of compulsory examinations pre-covid in 2019. As an academy the performance of all of our students is a priority but in particular we need to address the widened gap for disadvantaged students.

Progress 8	2019	2020 (TAG)	2021 (TAG)	2022 Actual
All	0.14	0.38	0.47	-0.16
Boys	-0.17 (-0.27)	0.12	0.37	-0.30
Girls	0.38 (+0.23)	0.68	0.56	0.01
PP	0.32 (-0.45)	0.23	0.27	-0.29
Non-PP	0.10 (+0.13)	0.44	0.55	-0.10
High	0.14 (0.01)	0.04	0.89	-0.70
Middle	0.03 (-0.02)	0.42	0.31	-0.19
Low	0.14 (-0.22)	0.87	0.46	0.08

Academy Attendance and Persistent Absence Data

Year Group Nat Ave =4 terms	21-22 HT 1	21-22 HT 2	21-22 HT 3	21-22 HT 4	21-22 HT 5	21-22 HT 6
Year 7	95.2	94	92.3	91.6	91.8	92.2
Year 8	92.5	91	90.5	90.2	90.0	89.5
Year 9	93.0	92	90.5	90.2	90.5	90.4
Year 10	91.3	90	88.6	88.2	88.1	88.3
Year 11	90.7	90	88.9	88.3	88.5	88.5
Year 7-11 94.8	**92.6 (91.7)**	**91.5**	**90.2**	**89.8**	**89.9**	**89.9**
FSM 6	89.0	87.4	85.6	84.7	84.9	84.5
Non FSM 6	93.9	92.9	91.9	91.5	91.6	91.8

Cumulative % all	92.6	91.5	90.2	89.8	89.9	89.9

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

Programme	Provider
Contour Education provision mapping tool.	Edukey
Compass Plus	Careers and Enterprise Company
Speechlink	Speech Link Multimedia Limited
Bedrock	Bedrock Learning
Sparxmaths	Sparxmaths
MyTutor	My Tutor