

Pupil premium strategy statement: Mildenhall College Academy

This statement details our academy's use of pupil premium (and recovery premium for the 2023-24 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	1151 (Year 7-11)
Proportion (%) of pupil premium eligible students	26.85%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 (year 2 of a 3-year cycle)
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
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	£ 319,815
Recovery premium funding allocation this academic year	£ 86,664
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	£ 406,479

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
- The cost of access to enrichment, extra-curricular activities, uniform and other equipment will not be a barrier to student success
- 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, which is now in its second year of a 3-year cycle 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.

The PP strategy is designed to be a live document that is fluid and will consider events and changes to the local and national educational setting to ensure all students at MCA are successful. We recognise that there are different types of disadvantage such as cultural and educational alongside monetary constraints. There are no silver bullets but with our collective strategy we aim to make a difference to all students at MCA.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Through analysis of data and communication with parents/carers, teachers and children, we have determined the following barriers to a successful education and school life.

Challenge number	Detail of challenge (2022-2025)		
1	Our attendance and punctuality data show 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 84.9% with non-pp 91.6%. (HT5) PP attendance for 2022-23 was 85.1% with non-pp 92.6% (HT5) End of year (2022-2023) Non-PP – 92.9, PP 86.4		
2	Absence from school during KS2/KS3 due to Covid19 school closures has led to significant gaps in learning.		
3	PP students have lower homework completion rates due to access to technology, lack of parental academic support and value in education. 2022-2023 data on homework completion is tabled below:		
		PP	Non-PP
	7	0.5	0.2
	8	0.8	0.3
	9	1.4	0.5
	10	0.7	0.4
	11	0.8	0.6
4	Reading interventions thus far have not been successful in improving reading fluency and comprehension, restricting the progress PP students are making across the breadth of their subjects. Across the academy the reading ages of PP students is on average 14 months below their non-pp peers.		
5	Access to learning including uniform, stationery, ingredients, pastoral support meetings as well as opportunities to attend enrichment and trips.		
6	Behaviour of PP students improves with a reduction of C2's and FTE's. Behaviour data is in line with their non-PP peers within the academy. Suspension data is in-line with national PP.		

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (summer 2025)**, and how we will measure whether they have been achieved.

Intended outcome	Challenge Number	Success criteria
Improved attendance for disadvantaged students.	1	Attendance for disadvantaged students is above 95% and in line with their non-PP peers (national). The PA for disadvantaged students reduces and is below 10%.
Improved progress and attainment for Higher Ability disadvantaged students.	2	The progress 8 figure is in line with national and there is no difference in non-PP/PP progress and attainment.
Students are aware of the importance of homework in the curriculum and know how to access support.	3	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.
Improve reading comprehension for disadvantaged students in KS3.	4	Reading comprehension tests (NGRT) taken two times per year show an improvement in the number of students reading below their expected age. There is an improvement in individual PP student reading scores.
Engagement in all lessons and extra-curricular activities is accessible to PP students. To achieve and sustain good mental health and wellbeing for all students especially PP and vulnerable.	5	Increased numbers of PP students engaging in extra-curricular activities and opportunities. Students have outstanding pastoral support that empowers them to access all aspects of the academy curriculum.
All students demonstrate the MCA TRAITS consistently.	6	Reduced number of Internal Exclusions and Suspensions for disadvantaged students. Students have improved confidence and resilience both socially and academically. Reduced number of referrals to pastoral team/other agencies for mental health concerns.

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: £ 231,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion team continues to support disadvantaged students	<p>https://www.kelsi.org.uk/data/assets/word_doc/0020/65405/Teaching-and-Learning-Toolkit.docx</p> <p>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.</p> <p>The inclusion team will be directed to do the following pieces of work:</p> <ul style="list-style-type: none"> - 1:1 or small group work looking at academic or pastoral intervention - Behaviour mentoring and parental meetings. - Community support worker to work with disengaged PP families to identify barriers to learning. - Safeguarding and attendance personal to carry out home visits for PP students. 	1-6
Retention of key staff.	<p>Consistency and strong understanding of an academy's 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.</p> <p>(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)</p> <p>Our observations, assessments and discussions show that the key roles of staff in the academy such as the community support worker and the attendance leads have made a significant impact on the wellbeing of students at the academy.</p>	1 - 6

Teaching priorities for the entire academy.	<p>Year 2 - Whole academy priorities for 2023-2024 include:</p> <ul style="list-style-type: none"> - Questioning – no hands up and targeting questioning. The use of cold calling. - Reading – there are 3 strands to this. Reading for understanding, reading for knowledge and reading for pleasure. This includes exposure to the academy library and encouraging the loaning of books to students. - DIRT – this relates to staff – student feedback. Staff will be trained on how to implement effective feedback to maximise attainment. <p>Year 1 - For the 2022-2023 there was a focus on metacognition, oracy and the introduction of mixed ability teaching.</p>	1-3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework intervention and support	<p>A homework club will run after school each day supported by two members of staff in the library. A separate computer room will be used to catch students up on missed homework as part of the detention system.</p> <p>Research by Marc Rowland (Addressing Educational Disadvantage) suggests that careful consideration should be taken when planning intervention and that students should have access to the most effective teaching. Additional support at the end of the day will aid student's being removed from lessons for intervention to take place.</p>	3
Teaching assistants/ Student Support Officers	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition (Page 22)</p> <p>Student Support Officers (SSO's) will play a pivotal role in the pastoral support that the academy offers to PP students. They will look to breakdown barriers which could be</p>	1, 2 & 3

	<p>affecting PP student's learning and seek to put in interventions to support student engagement.</p> <p>Teaching assistants will be deployed for in class support for PP students but they will also do targeted work on a 1:1 or small group basis focusing on improving academic knowledge and understanding.</p> <p>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.</p> <p>Supported by Addressing educational disadvantage (the Essex way) - Marc Rowland</p>	
Literacy/reading intervention at KS3	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>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.</p> <p>The academy will use the funding to support a TLR for a member of staff who will oversee the quality assurance of the reading strategy and ensure that the policy is being carried out across the curriculum.</p>	4
Peer mentoring	<p>Rated ninth on the most effective strategies:</p> <p>https://www.kelsi.org.uk/data/assets/word_doc/0020/65405/Teaching-and-Learning-Toolkit.docx</p> <p>https://www.kelsi.org.uk/data/assets/word_doc/0020/65405/Teaching-and-Learning-Toolkit.docx</p> <p>Peer mentors will provide both academic support by being based in classrooms and supporting on a 1:1 or small group basis or by providing pastoral support. Money is used to train the peer mentors with the skills required to do either role.</p>	1 & 2
Three-day Winter school focusing on Maths and English	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p> <p>Evidence suggests that most students will make 3 months+ progress through attending intervention such as this.</p> <p>NTP funding allowed the Running holiday interventions for Year 11 in Autumn/Spring and Year 10 in Summer.</p>	1, 2

	Focused on a range of subjects including Maths, English, Science, Languages and Humanities (and other)	
Online 1-1 intervention focusing on English pass grade	<p>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. There will be a focus on English, maths and science to ensure that progress by PP is in line with their Non-PP peers.</p> <p>Research that supports small group intervention: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2
Tutoring during morning meetings	<p>There will be two strands to the support offered during morning meeting; pastoral and academic.</p> <p>The academic intervention will focus on addressing gaps identified during the previous fortnight's lessons, flagged by class teachers. The support will be timely and knowledge/skill focused. The students will be removed when these gaps have been closed.</p> <p>The pastoral intervention will revolve around behaviour for learning, discussing issues, identifying barriers to learning and safeguarding, led by three pastoral staff.</p> <p>Addressing educational disadvantage (the Essex way) Marc Rowland- 'one-to-one and small group tuition has a good evidence base when used carefully'</p>	1, 2

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

Budgeted cost: £ 127,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supportwith DT catering & food costs.	Our internal academy data, observations and assessments suggest by supporting with DT costs PP students make between 1 and 1.5 grades progress. This subject also supports life skills that can help students make progress in their independent living.	1, 5 & 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.	1, 5 & 6
Attendance Officer & Community Support 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.	1 & 2
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. A minibus driver is employed to allow students to access after-school enrichment and provisions.	1, 2 & 5
Promotion of the holiday's activities fund (HAF)	We will work closely with the local authority to promote the HAF fund for students so that they can attend clubs and workshops during the school holidays. We will promote to students and parents/ carers how to access sign up information. This will allow for parents/ carer to attend additional paid employment to support their income as well providing new experiences for FSM students. https://info.suffolk.gov.uk/kb5/suffolk/info/advice.page?id=Zj4vWQtEbva	5
Consequences for poor behavior/ lack of homework	A new detention system was brought into effect in January 2023 to help to tackle non-completion of homework and tackle low level behaviour in the classroom. Academy data suggests that PP students are less likely to complete homework compared to their peers.	6

		PP	Non-PP		
	7	0.5	0.2		
	8	0.8	0.3		
	9	1.4	0.5		
	10	0.7	0.4		
	11	0.8	0.6		
	Academy data suggests that in maths completion of homework by PP students is lower than that of their non-pp peers; 46% compared to 61%.				
Breakfast and after-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 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, 3 & 5	

Total budgeted cost: £ 406,000

Review of 2022/2023 Priorities

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 150,000

Activity	Impact	Actual Spend
Attendance Officer, Attendance Assistant & Community Support Worker.	Community support officer has a specific targeted caseload to support students with attendance, mental health and family issues. Confidential records are kept of their engagement with students and their families. Case studies of their work are produced and feedback given to pastoral board meetings. Attendance officer and the attendance assistant supports students and their families with attendance concerns. They have met with students and their families and liaised with external stakeholders such as GP's, hospitals and mental health services.	100% salary cost of Attendance Office 100% salary cost of Attendance Assistant 75% salary cost of Community support worker
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 was one permanent exclusion from within the disadvantaged group.	£92000
Edukey	Edukey was embedded into systems and processes 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
Inquiry Questions	Some staff chose to look at PP vs Non-PP interventions are part of their inquiry question (CPD appraisal process). Successful strategies will be shared with their faculty teams and pastoral teams.	£997

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

Budgeted cost: £ 100,000.00

Activity	Impact	Actual Spend
Small group and individual tuition sessions	Students were provided with both short and long-term support over the academic year, focusing on core subjects and preparing for mock and GCSE examinations. Data to support (overall progress): English progress -0.22 Maths progress +0.26	£13,000
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.	£73,900
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. 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.	£1600
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)	£11,500
Revision Guides	Revision guides purchased for all students.	15,500

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

Budgeted cost: £15,000 (Overspend this year)

Activity	Impact	Actual Spend
Support with DT catering food costs	PP students received ingredients so they could access learning in practical cooking lessons. Academy based observations and contextual value-added scores proves that this was a very worthwhile spend.	£1300
Support with Music Tuition	The academy continued to support with private music lessons and resources supporting students who required additional tuition to support their GCSE entry to music. For many students who are disadvantaged this has been a lovely extra-curricular activity that has been valued and appreciated by students. There was a significant overspend in this area this year. Student and parent/ carer voice was very positive with one student and their family being brought to tears after they received their guitar and lessons. Academy based observations proves that this a very worthwhile spend.	£14,283
Support with Uniform and equipment costs.	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. Access to uniform and supporting families as been available by request and is not a barrier to learning.	£3380
Support with wider curriculum experiences.	he academy received a large volume of requests for support with trips this academic year. The PP funding supported students with visits to the battlefields, alian ski trip, art visits and London theatre trips.	£4000
Breakfast Club	Students start the day having access to food and drink. They have their morning needs met in order to have a successful start to the day. Student voice from the academy council suggests that this is an important part to the academy day makes them feel 'cared for'.	£1000

Academy Progress and Attainment Data

Overall the gap between PP students and Non-PP students was 0.54 for progress 8. The gap between current FSM and Non-FSM was 0.49 for Progress 8. The gap for 2022-2023 was -0.039 for progress 8. (Validated Data – PP Progress 8 is +0.15, FSM is +0.20 Nov 23)

The gap between PP students and Non-PP students was 12.8 for Attainment 8. In 2022-2023 this gap was -7.89 for attainment 8.

The gap between PP students and Non-PP students for Grades 9-8 was -16.3% (*this is the percentage of students in the cohort achieving at least one grade 8 or 9*). Our top grapes increased this year from previous years.

The gap for Grades 9-7 was -28% (*this is the percentage of students in the cohort achieving at least one grade 7, 8 or 9*).

The gap for Grades 9-5 was -17% (*this is the percentage of students in the cohort achieving at least one grade 5,6,7 8 or 9*)

End of year attendance (2022-2023) Non-PP – 92.9, PP 86.4.

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

