

Pupil Premium Strategy

This statement details our academy's use of pupil premium for 2025/26 funding to help improve the attainment of our disadvantaged pupils.

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.

School overview

Detail	Data
Mildenhall College Academy	
Number of pupils in the academy years 7-11	1147
Proportion (%) of pupil premium eligible pupils	329 = 26.4%
Academic years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr J Oxley (Principal)
Governor / Trustee lead	Karen Southgate

Funding overview

Detail	
Pupil premium funding allocation this academic year	£322,500
Recovery premium funding allocation this academic year	0 (No longer available)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£322,500

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 possible 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 when a need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged student outcomes and have high expectations of what they can achieve
- Break down any economic barrier that would detract from a student's experience of educational opportunity.

The academy has just finished a 3-year cycle of the PP strategy. This is a new and revised strategy based on the current needs of the students. This is year 1 one of a 3-year cycle. If necessary, we will not be afraid to change our strategy to ensure that our students get the very best education they deserve.

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.

Challenge number	Detail of challenge for 2025-2026
1	<p>Our attendance data shows that students who are disadvantaged are less likely to attend the academy. At the end of 2024-2025 PP students' attendance was 86.3% compared to non-PP students which was 93.8%. Persistent absence for PP students was 43.9% compared to 14.6% for non-pp students.</p> <p>Whilst we have seen an improvement in PP attendance since 2021, there is still a significant gap.</p>
2	PP students may not have access to the 'tools' they need for secondary education. We will invest time and resources into stationery, equipment, uniform, DT food ingredients, trips and visits, emergency supermarket vouchers and music tuition. We will remove barriers that may prevent a PP student from being included.
3	To improve the standard of teaching at MCA by implementing 'Quality First Teaching' and Lesson Episodes ensuring that all students benefit from the strongest curriculum. The behaviour of our PP shows that they are more likely than their Non-PP peers to pick up GM's and suspensions.
4	Our GCSE attainment data from 2025 shows that our pupil premium students' attainment is at 30.00. This is well below their non-pp peers who have an attainment 8 score of 37.3.
5	Our internal reading data shows that PP students have a lower reading age than their non-PP peers. If we can begin to close this gap then our students will be able to fully access their curriculums.

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 attendance for PP students.	<p>The gap between PP and Non-PP students' overall attendance reduces to less than 5%.</p> <p>The gap between PP and Non-PP students' persistence absence reduces to less than 20%.</p>

Students have access to the full curriculum offer at MCA	Student voice indicates that they have equal access to opportunities at MCA. Parent and carer voice indicates that their children have access to opportunities at MCA. Students will have the equipment, uniform, access to trips and visits that will allow them to develop their knowledge and cultural capital.
Staff deliver high quality lessons	Lesson observations, lesson drop ins show that 'Quality First Teaching' is being delivered at MCA. Staff will have received appropriate training on lesson episodes and will be able to focus on providing effective scaffolding for PP students to close the attainment gap. The rate of GM's and suspensions fall in line with their Non-PP peers.
PP students continue to close their attainment gap compared to their non-pp peers.	The attainment gap reduces from 7.3 (Non-PP vs PP) over the next three years. We aim to reduce the gap to 0.0.
The reading ages of PP students improves closer to their non-PP peers	The combined reading ages of the PP cohort improves.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
Explicit instruction	£25,000	Explicit Instruction to support pupils with SEND Research Schools Network As an academy we will be implementing the steplab work on pedagogical principles. Explicit instruction will support students with their behaviour, attainment and the quality of our teaching.	2, 3 and 4
Modelling & Scaffolding	£25,000	Mastering Modelling Durrington Research School As an academy our SLT will be training staff on modelling to improve teaching and therefore outcomes. We will be using CPD sessions and PD days in order to upskill our staff. Modelling sessions will incorporate teaching as well as behaviour.	2, 3 and 4

Feedback	£25,000	Teacher Feedback to Improve Pupil Learning EEF The academy will use CPD sessions and PD days to upskill staff on the use of feedback to support students attainment. Money will be used to pay for SLT to attend training sessions and release time to attend training that can be delivered and cascaded down to all staff.	3 and 4
Behaviour Interventions	£30,000	<p>The academy will use funding to employ student support officers that will be trained in mentoring PP students who display the most challenging behaviours consistently. At the academy we must address the reasons behind why our PP students' have a higher number of sanctions when compared to their Non-PP peers.</p> <p>Behaviour interventions EEF</p>	3 and 4

Targeted academic support

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
Mentoring	£50,000	<p>Mentoring will be in place to support PP students with their attendance, behaviour, attainment and wellbeing. This mentoring will consist of 1:1 and small group mentoring to assist students. The money will be used to pay for additional staff to be recruited to mentor students and also to pay for release time for staff to mentor students.</p> <p>There will be a particular focus on year 11 PP boys in the 2025-2026 academic year as they are significantly below their peers.</p> <p>Student support officers will help mentor PP students in year 7-11 so that they can be successful in their learning.</p> <p>Mentoring EEF Evidence from the EEF suggests that the impact of mentoring on students is positive.</p> <p>Mentoring packs to be provided.</p>	1 and 4
Tuition	£5000	<p>The academy will be utilising the services of MyTutor to support PP students with 1:1 teaching and tuition for blocks of 12 lessons at a time. How Online Tutoring Works: Learn About Online Tuition MyTutor. Students will be</p>	4

		completing 1:1 lessons using morning meeting time, minimising the impact of their curriculum. One to one tuition EEF This tuition will be available to those who are significantly behind in a core subject where rapid and sustained progress is required.	
Academy Tutoring	Staff		
Focus 5	£5000	The SLT will train the Faculty Leaders on the 'Focus 5' strategy. Within each class, teachers and faculties will identify 5 PP students who may require additional checking, scaffolding or modelling to support them with their attainment. Each faculty may need to focus on different students based on the attainment needs of each student across their curriculum. Individualised instruction is proven to have a positive impact on students' attainment. Individualised instruction EEF	3 and 4
Reading Intervention	£40,00	Reading comprehension strategies are proven by research to have one of the highest impacts on students' attainment. Reading comprehension strategies EEF The impact can be up to 7 months on learners attainment. The academy will use funding to have a designated teacher responsible for reading within the academy. The funding will pay for Lexia reading intervention programmes and also to fund staff to sit with students and implement the reading strategy. LexiaUK EEF Research-Proven Literacy Programs for Schools	3, 4 and 5
Maths Revision Cards	£1000	Basics support is required to help improve outcomes. We will be purchasing revision aids for Maths to support PP students with their revision.	4
English Revision Aids	£1000	Basics support is required to help improve outcomes. We will be purchasing revision aids for English to support PP students with their revision.	4

Wider Strategies

Activity	Estimated Cost	Evidence that supports this approach
Creating effective conditions (classroom)	£20,000	Training staff on Quality First Teaching and dealing with behaviour concerns will support students to access the curriculum and improve their attainment. We will be teaching students about meta-cognition and self-regulation. Metacognition and self-regulation EEF
Parental Engagement	£5000	The SLT and teachers in charge of year 11 are committed to meeting and engaging parents and carers to support behaviour and attainment. Parental engagement EEF
Creating effective conditions (pastoral)	£20,000	The academy is committed to supporting all PP students with access to their education. The academy will remove barriers with uniform costs, cooking ingredient costs, music tuition and access to extra-curricular trips and visits. School uniform EEF
Attendance	£20,000	The academy will use PP funding to employ an attendance team to monitor and challenge PP attendance. The attendance officers will have a supportive role in monitoring PP attendance and where appropriate take intervention measures to support PP students and their families.
Careers Advice and Guidance	£10,000	Our research and internal data show that PP students are more likely to be NEET (not in education, employment or training) at the end of year 11. There is a commitment by the academy to ensure that PP students are prioritised to see the independent careers advisor. Aspiration interventions EEF
Teaching Assistance-Interventions and Social and Emotional Learning.	£20,000	Teaching assistants will be employed by the academy to support the work by teachers. Time will be taken to ensure that the TA's have had appropriate training. Targeted deployment, where TAs are trained to deliver an intervention to small groups will have a higher impact on PP attainment. An investment in professional development to deliver structured interventions will enhance learner outcomes. Teaching Assistant Interventions EEF
Peer Tutoring	£1000	The academy will ask sixth form students to be peer mentors. A designated team will be responsible for the training of peer mentors and monitoring their deployment to support PP students'. Peer tutoring EEF Peer tutoring will face both academic and behaviour focus.

Breakfast Club	£5000	<p>The academy will offer free tea and toast to students to make sure that they have had some nutrition to start the day. It will support with engagement with learning and attentiveness over the academy day.</p> <p><u>Why do breakfast clubs matter? on Creating Value In Schools</u></p>
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium, Recovery and NTP activity had on pupils in the 2024 to 2025 academic year.

Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach	Actual Spend
Inclusion Team	The inclusion team is made up of attendance, student support and community support worker. These are invaluable roles within the academy to be able to support our students with their attendance and pastoral needs.	£49,500
Retention of key staff	The academy uses funding to help fund the salaries of the SLT in charge of PP, Careers Administrator, Attendance Assistants, Community Support worker and Teaching Assistants. The combined salary contribution for these members of staff totalled around 60% of the Pupil Premium income that the academy received.	£173130 (Includes cost from the staff above)
Teaching priorities	Culture – The academy continues to improve its culture and there has been a reduction in suspensions, gross misconducts and C2's. There is still a gap between PP vs Non-PP students and the number of sanctions they received. Attendance - Our attendance data shows that students who are disadvantaged are less likely to attend the academy. At the end of 2024-2025 PP students' attendance was 86.3% compared to non-PP students which was 93.8%. Persistent absence for PP students was 43.9% compared to 14.6% for non-pp students. Whilst we have seen an improvement in PP attendance since 2021, there is still a significant gap.	£35,000

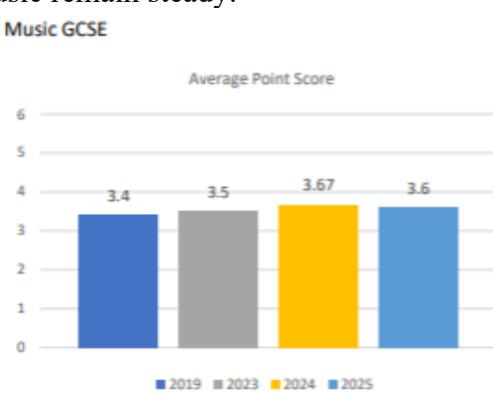
	<p>Reading – The academy has improved the reading ages of PP students. There is still remains a significant gap between PP and Non-PP students.</p> <p>KS4 Outcomes – Decreased from last academic year. They have decreased from 39.8 to 37.3 (A8). A number of year 11 students who had some form alternative provision were also PP. Their alternative curriculums had an impact on their A8.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Impact of this approach	Actual Spend
Homework intervention and support	Members of staff were employed to support students who were directed to homework club. The numbers attending this club are low. More work needs to be done to promote this intervention. Money was also spent on IT to allow students to access homework on devices at home.	£16000
Teaching assistants and Student Support Officers	Teaching assistants continued to carry out in class support and targeted small group intervention. Student support officers dealt with pastoral concerns that the academy faced.	£40000
Literacy/ reading intervention at KS3	Lexia software was purchased to improve reading ages of PP students. This was a successful intervention which will continue into the new strategy. The licence paid for 60 students to access reading support.	£5004
Peer Mentoring/ Tutoring	Peer mentoring supported students with any pastoral concerns. Staff trained sixth form students to work with lower school PP students and their pastoral needs. Student voice indicates that they found this support useful.	£1000

Online 1:1 intervention (English)	Online interventions did not take place this academic year. A new package has been sourced for the next strategy cycle.	£0
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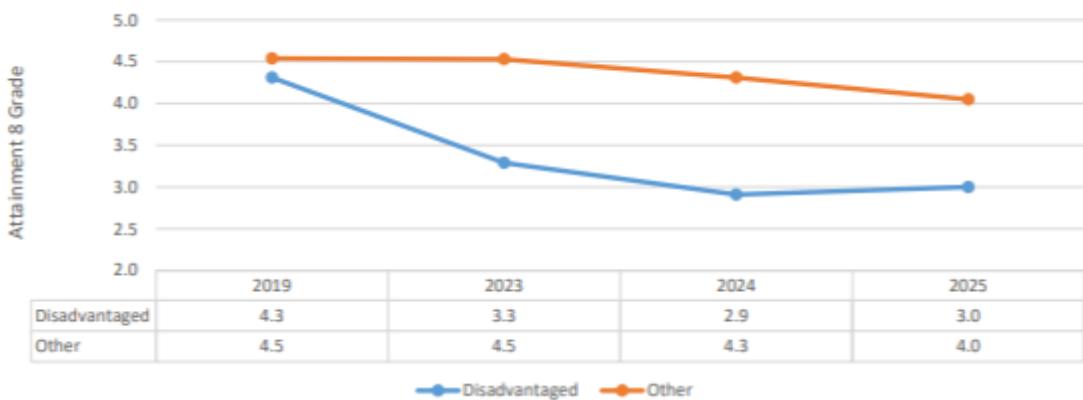
Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Impact of this approach	Actual Spend										
Support with DT catering and food costs.	The academy continued to pay for ingredients cost to all PP students to access the DT Food curriculum. The APS of students who take DT Food GCSE is 4.54. Around a third of the cohort was PP. Ingredients were purchased to allow students to cook a range of dishes for their final GCSE exam.	£4555										
Uniform Costs	The academy continues to support all PP students with compulsory uniform costs. There is an equality amongst students and their uniform.	£1375										
Breakfast Club	Internal data shows that there are fewer consequences issued to students in the morning. There are range of factors that are involved with this improvement. Breakfast club is well received by staff and students.	£1960										
Private music tuition costs	Music tuition enabled PP students to access the Music GCSE. Outcomes in GCSE Music remain steady.  <table border="1"> <caption>Music GCSE Average Point Score</caption> <thead> <tr> <th>Year</th> <th>Average Point Score</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>3.4</td> </tr> <tr> <td>2023</td> <td>3.5</td> </tr> <tr> <td>2024</td> <td>3.67</td> </tr> <tr> <td>2025</td> <td>3.6</td> </tr> </tbody> </table>	Year	Average Point Score	2019	3.4	2023	3.5	2024	3.67	2025	3.6	£10,798
Year	Average Point Score											
2019	3.4											
2023	3.5											
2024	3.67											
2025	3.6											

Attendance Officer and Community Support Worker	<p>Overall attendance at the academy continues to improve. PP attendance remains strong but is still not in line with their Non-PP peers. This will continue to be a focus on the next strategy.</p> <p>The community support worker continues to engage with parent/ carers and students. Student and parent feedback indicate that they are grateful for the support that is given.</p>	£42,000 (This figure is included in the overall figure)
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Total Spend for 2024-2025 - £288822

Data



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
Lexia Reading	Lexia
StepLab	Ambition Institute