

Annual Pupil Premium report – September 2020

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers. The impact and spending strategy for pupil premium funding is reviewed at every Academy Council/ Rapid Improvement Board meeting. The annual review is published on the academy's website in September each year.

School context

The Milton Keynes Academy is a secondary school of approximately 1200 students, serving an area with high levels of deprivation appearing in the bottom 10% nationally on all deprivation indicators. The Academy is part of the Creative Education Trust. The Academy's focus on employability means historically few students have been NEET, however as a result of Covid 19 lockdowns there has been a reduction in apprenticeships and this picture may change.

Attainment at entry is significantly below the national average across all year groups. The availability of spaces in some year groups means that the Academy is offering places to students with significant needs. 11% of Academy students are SEND which is in line with the national average, 16 students have EHC Plans and more are in progress, with the potential to reach 25 in the coming year. The most commonly occurring broad type of primary SEND need is Social, Emotional and Mental Health (38%), closely followed by Cognition and Learning (35%).

The proportion of students for whom the Academy receives Pupil Premium funding is 42% which is above the national average. Pupil Premium funding is an additional government funding for students known to be eligible for free school meals in the last six years and children who are in the care of the local authority, currently there are 6 LAC students.

Pupil Premium funding and principles

The Government believes that the Pupil Premium funding is the best way to address the current underlying inequalities between children eligible for free school meals and their wealthier peers, by ensuring that funding to tackle disadvantage reaches pupils who need it most. The Milton Keynes Academy was allocated £454,580 in Pupil Premium funding for the academic year 2020-2021.

The level of the premium received into school is as follows:

- For each student currently eligible for free school meals or who have been in receipt within the last 6 years (Ever 6), the Academy will receive £955
- For service children or families in receipt of an Armed Forces pension, the Academy will receive £310
- For children who are looked after in care, the Academy will receive to £2345 per student

Barriers to learning

Pupil Premium students attending The Milton Keynes Academy present with a wide range of barriers to learning; however, the principal barriers that the Academy uses the Pupil Premium funding to target for improvement are:

- Attendance & punctuality
- Emotional social and mental health support
- Access to uniform and equipment
- Low literacy levels
- Low aspirations and lack of role models from higher education or in employment
- Support with study/revision skills
- Access to building cultural capital

Disadvantaged students by year group:

Year group	Disadvantaged number	Disadvantaged percentage
Year 7	83	37%
Year 8	120	49%
Year 9	100	46%
Year 10	105	44%
Year 11	81	38%
Year 12	22	35%
Year 13	7	17%
Total	518	42%

Pupil premium expenditure plan 2020/21

Section 1: Quality first teaching

Strategy	Cost	Success criteria	Effect of spending on pupil premium pupils
<p>Quality First Teaching</p> <p>A school wide approach to support and develop high quality teaching in every lesson.</p> <p>Improved outcomes for PP students</p>	<p>£193,193</p>	<ul style="list-style-type: none"> • Effective implementation of CET KS3 curriculum and assessment framework is supported by subject networks to improve teacher expert knowledge • Whole school CPD focused on quality first teaching (assessment for learning, retrieval practice) improves the quality of learning in the classroom • Whole school CPD focus on inclusive classroom practice and behaviour for learning improves the quality of learning in the classroom and provides personalisation for vulnerable learners • A range of leadership CPD opportunities improve the quality of teaching and learning for all PP students (The Key; SISRA Observe, Knowledge Centre) 	

Section 2: Targeted academic support

Strategy	Cost	Success criteria	Effect of spending on pupil premium pupils
<p>Improve student progress in every subject</p> <p>Improve students' reading ages</p> <p>Improve literacy skills for those for whom English is an additional language</p>	<p>£5,853</p>	<ul style="list-style-type: none"> • PP students to receive quality tuition and intervention to address gaps in learning Diagnosis Therapy and Testing approach to be used to guide intervention. • Impact of academic interventions tracked forensically “testing’ stage” and data drops using 4matrix analysis tools • Assertive mentoring of Y11 used as a tool to raise aspiration, attainment and progress of PP. • Intervention programmes for underachieving PP students in English, Maths and Science. • GCSEPod used by all PP students in Year 11 to support subject knowledge and understanding / revision. • Improve reading ages for Year 7 and 10 PP students who are below and significantly below secondary age- related expectations through effective literacy interventions delivered by intervention assistants (Ruth Miskin Read-Write Phonics and Accelerated Reader) • Improve literacy skills for PP students with English as an additional language through effective language development interventions (Flash Academy) • Impact of PP/SEND interventions evaluated using the Provision Map software 	

Section 3: Wider strategies

Strategy	Cost	Success criteria	Effect of spending on pupil premium pupils
<p>Improve attendance and reduce persistent absence</p> <p>Reduce exclusions and improve attitude to learning</p>	£255,534	<ul style="list-style-type: none"> • Forensic tracking and intervention where attendance falls below 95% using 3BM. Attendance officer, Assistant Heads of Year and SEND team deployed to work with disadvantaged pupils and their families using Attendance Support Plans. • Regular student progress panels in place to support families getting students to school. • Utilising multi agency access to support the personal well-being of disadvantaged pupils to be in school and school funded PCSO to liaise with hard to reach families in the community. • Extensive range of internal interventions (Living life to the full, Drawing & Talking, Protective behaviours. Mental Health ambassadors, Retracking, KS4 Success Centre) and school funded counselling used to support disadvantaged students requiring social, emotional and mental health support to improve attendance and behaviour. • “Steps to success” behaviour approach raises student engagement and attendance by improving personal relationships between staff and pupils. • Remove barriers to attendance by providing students with face masks, uniform, laptops, before school breakfast club provision and free school meals. • Rewards opportunities in place to recognise PP students who have made significant improvements in their behaviour and attendance • Reduce exclusions for PP students through targeted work with pastoral staff and outside agencies ensuring robust integration plans. 	
<p>Improve parental engagement</p>		<ul style="list-style-type: none"> • Use of Edulink communication tool to provide regular, high quality and inclusive (narrated audio) communications to parents • Use of School Cloud to improve attendance to home/school events for parents. • Implementation of Year 7 coffee morning sessions for parents from hard to reach families 	

<p>Raising aspirations and broadening experiences.</p> <p>Continue to raise aspirations of PP students across KS3 and KS4.</p>		<ul style="list-style-type: none"> • All PP students participate in Knowledge Connected and Ambition curriculum, developing positive career aspirations • Increased numbers of PP students participate in extra-curricular activities through targeted marketing and funded opportunities (Duke of Edinburgh, Music tuition) • All PP students participate in Unifrog careers and wellbeing activities during tutor time and a range of PSCHE and CEIAG activities through Themed Days • Some PP students participate in a range of funded careers opportunities (Work experience placements, Urban Scholars programme, Can Do Woman, Deloitte Compact Mentor Programme, Careers Fair) Mini-Careers Fair in May to work with students who have yet to decide their destinations. • Work completed on the Employability Curriculum through our Business Engagement Strategy means that all students are aware of a range of employment opportunities from Year 7 onwards. • Students in Years 10-13 can apply for virtual work experience placement, positive encouragement for PP students. • Pre-NEET work completed in partnership with Youth Services at MK Council • Increased numbers of PP students participate in virtual visits to universities (local and Russell Group) and webinars about applications at KS5. • All KS5 students have the opportunity to visit universities and attend the UCAS Convention as part of a Careers and Higher Education Week June 2021 	
--	--	--	--

Next review date: September 2021