

## Pupil Premium strategy statement – September 2021

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 school.

### School overview

Detail	Data
School name	Milton Keynes Academy
Number of pupils in school	1246
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Gordon Farquhar
Pupil premium lead	Lauren Phillips
Governor / Trustee lead	Diane Taylor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£463,374
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£463,374

## Statement of Intent

- To diminish any gaps in attainment and progress outcomes between those students from disadvantaged backgrounds against national for non-disadvantaged by the end of Key Stage 4 (Year 11)
- To increase attainment and progress outcomes by disadvantaged students in English and Mathematics
- To improve students' literacy skills to help them achieve stronger outcomes and the ability to communicate effectively with others
- To reduce absence, lateness to school, exclusions and improve attitude to learning
- To ensure that there is equality of opportunity for all leavers through access to high quality curriculum, academic pathways, Post 16 destinations, enrichment opportunities and experiences

## Pupil premium expenditure plan 2021/2022

### Challenges:

Challenge number	Detail of challenge
1	Passive learners
2	Low literacy levels
3	Low attendance & poor punctuality
4	Complex social, emotional and mental health needs (SEMH)
5	Poor behaviour and attitudes to learning
6	Low cultural capital
7	Low parental engagement

### Intended outcomes:

Intended outcome	Success criteria
Reduce gaps in attainment and progress outcomes between PP and non-PP students at KS4	Reduce gaps in attainment and progress outcomes between PP and non-PP students at KS4 outcomes
Increase attainment and progress outcomes by disadvantaged students in English and Mathematics	Improved KS4 outcomes in English and Maths for PP students
To improve students' literacy skills to help them achieve stronger outcomes and the ability to communicate effectively with others.	Improved KS4 outcomes Improved reading age scores (KS3 students)
Reduce absence, lateness to school, exclusions and improve attitude to learning	Improved attendance, reduced persistent absence, reduced fixed term exclusions, improved attitude to learning scores
Ensure that there is equality of opportunity for all leavers through access to high quality curriculum, academic pathways, Post 16 destinations, enrichment opportunities and experiences	Low NEET figures (end of Year 11) Increased numbers of PP students participating in extra-curricular activities

## Activity in this academic year - Section 1: Teaching

**Budgeted cost: £137,051**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school training programme focused on developing students' literacy skills effectively to include:</p> <ul style="list-style-type: none"> <li>• Effective diagnosis of reading difficulties</li> <li>• Explicit teaching of reading comprehension strategies</li> </ul> <p>Curriculum development to embed these strategies.</p>	<p>Reading comprehension strategies are high impact on average (+7 months in secondary schools). Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p> <p>Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches.</p>	<p>Low literacy levels</p>
<p>Whole school training programme on explicit teaching of metacognitive strategies to help students plan, monitor and evaluate their own learning:</p> <ul style="list-style-type: none"> <li>• Scaffolding</li> <li>• Modelling</li> <li>• Responding to feedback</li> <li>• Effective challenge and support</li> </ul> <p>Curriculum development to embed these strategies.</p>	<p>The average impact of metacognition and self-regulation strategies is +7 months of additional progress.</p> <p>Approaches in Maths and Science are particularly successful.</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.</p>	<p>Passive learners</p>
<p>Whole school training programme to improve teachers' behaviour management</p>	<p>Universal behaviour approaches have positive overall effects (+4 months). Professional development to staff is key to ensure high quality delivery and consistency.</p>	<p>Poor behaviour and attitudes to learning</p>



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<p>Range of leadership CPD opportunities designed to improve the quality of teaching and learning for all PP students</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. <i>(EEF Effective professional development recommendations)</i></p>	<p>Low literacy levels</p>
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## Section 2: Targeted academic support

Budgeted cost: £57,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of KS3 Tutor time reading programme to target book discussion with students, explicitly extend their spoken vocabulary and use structured questioning to develop reading comprehension.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes (+6 months progress). Those interventions with frequent sessions (+3 times a week) over a sustained period appear to be the most successful.</p>	<p>Low literacy levels</p>
<p>Targeted reading programme with PP students reading aloud and discussing their books with sixth form students</p>	<p>On average, oral language approaches have a high impact on pupil outcomes (+6 months progress). Those interventions with frequent sessions (+3 times a week) over a sustained period appear to be the most successful. Peer tutoring +5 months</p>	<p>Low literacy levels</p>
<p>Targeted interventions for PP students provided by teaching assistants (Cognition and Learning, EAL) - short sessions, several times a week</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between +4 to 6 months.  Small group tuition +4 months. It is likely to be most effective if targeted at students' specific needs.</p>	<p>Low literacy levels</p>



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Alternative Provision placements for PP students at risk of permanent exclusion or unable to access mainstream education for other reasons	Behaviour interventions can produce moderate improvements in academic performance (+4 months) and decrease problematic behaviours through developing students' cognitive and social skills.	Reducing exclusions and improving attitude to learning
Targeted academic interventions for Year 11 PP students.	Small group tuition +4 months. It is likely to be most effective if targeted at students' specific needs.	Passive learners

### Section 3: Wider strategies

Budgeted cost: £269,073

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialised and targeted attendance support plans monitored and developed by year and wider inclusion team improve attendance of all disadvantaged students and their families (including use of school funded PCSO).</p> <p>Additional financial support to prevent barriers to student attendance (<i>uniform, breakfast club</i>)</p>	<p>EEF is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p>	<p>Low attendance &amp; poor punctuality</p>
<p>Specialised and targeted programmes monitored and developed by year teams to support students with challenging behaviours</p> <p>Tiered and comprehensive range of SEMH interventions provided to improve students' behaviour and provide appropriate mental health support (including school-funded counselling)</p> <p>Use of inclusion provision to provide temporary, short-term placements for students at risk of permanent exclusion, reintegrating from periods of absence from school and/or requiring additional mental health support.</p>	<p>Behaviour interventions can produce moderate improvements in academic performance (+4 months) and decrease problematic behaviours through developing students' cognitive and social skills.</p> <p>The average impact of successful SEL interventions in secondary age students is +5 months academic progress over the course of a year. They also have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	<p>Reducing exclusions and improving attitude to learning</p> <p>Low attendance &amp; poor punctuality</p>
<p>Funded extra-curricular activities (<i>Duke of Edinburgh, Music tuition</i>)</p> <p>Inter-school creative arts opportunities (<i>Shakespeare Schools Festival, Singing workshops etc.</i>)</p> <p>Trips and visits funded</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum (+3 months)</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>Building cultural capital</p>





<p>Workshop sessions for the families of disadvantaged students in each year group, providing specialist advice and guidance about supporting their child's academic progress (<i>literacy</i>)</p> <p>Range of technical platforms used to provide inclusive communication for hard-to-reach families and improve their attendance to events to support their child's academic progress (<i>EduLink, School Cloud</i>)</p>	<p>The average impact of the parental engagement approaches is about an additional +4 months' progress (higher for pupils with low prior attainment). Effects tend to be higher for literacy (+5 months) than for mathematics (+3 months). Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months).</p>	<p>Improve parental engagement</p>
<p>Targeted year-long mentoring programmes for PP students through local business links to improve students' self-esteem and ambition (<i>Urban Scholars, Can Do Woman, Deloitte Compact Mentor Programme</i>)</p>	<p>The impact of mentoring is likely to have a positive impact on attainment (+2 months) Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p>	<p>Reducing exclusions and improving attitude to learning Low attendance &amp; poor punctuality</p>