

Annual Pupil Premium report – September 2020 (Evaluation of impact conducted – September 2021)

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 slightly 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 in higher education
- 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	Evaluation
<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>	£193,193	<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 The CET KS3 joint assessments were implemented for Y7 and Y10 in 2020-21 and QLA software (SmartGrade) used to support diagnosis of strengths and areas requiring amendment in the curriculum plan. 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) 	<p>Forensic planning and implementation of the Centre Policy for Teacher Assessed Grades enabled all learners, including PP students, to achieve improved outcomes.</p> <p><u>Teacher Assessed Grades data:</u> Overall Progress 8 score for PP students improved again upon that achieved in the previous year. Progress 8 score for Maths was particularly strong.</p> <p>Detailed question level analysis of CET assessments supports improved teaching and learning</p> <p>Retrieval practice was embedded into practice formally through the implementation of a Do It Now starter activity strategy, used to reinforce learning.</p> <p>CPD sessions were developed across the half term, ranging from whole school sessions to departmental sharing of good practice, which resulted in a "best practice" guide for staff to support their development of this metacognitive support mechanism.</p>

			<p>Learning walks indicated that RP techniques improved from 56% to 92% of classroom practice (including during remote learning).</p> <p>4 members of staff were completing their NPQML during 2020-21. 2 members of staff were completing their NPQSL during 2020-21. 33 members of staff completed in-house leadership training during 2020-21 utilising the resources purchased.</p> <p>100% of staff surveyed identified that the training had informed their future practice in a positive way.</p> <p>73% of staff confirmed that the delivery was excellent.</p> <p>Behaviour impact data (see Section 3)</p>
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Section 2: Targeted academic support

Strategy	Cost	Success criteria	Evaluation
<p>Improve student progress in every subject</p> <p>Improve students' literacy skills <i>(including those for whom English is an additional language)</i></p>	£5,853	<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 student progress and literacy skills for those 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) 	<p>Workshops and tutor time programme delivered on core subjects, revision techniques and study skills.</p> <p>After school targeted revision programme for Year 11 students led to significant increase in attainment scores between Dec mocks and final TAGs:</p> <ul style="list-style-type: none"> • English +4 figure (+22%) • Maths +4 figure (+25%) • Science +4 figure (+14%)

Section 3: Wider strategies

Strategy	Cost	Success criteria	Evaluation
Improve attendance and reduce persistent absence	£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. 	<p>Attendance for PP students was 84.7% (<i>compared to the National Average for all students 76.7% in July 2021</i>)</p> <p>Persistent Absence for PP students was 49.4% (<i>no National Average available</i>)</p>
Reduce exclusions and improve attitude to learning		<ul style="list-style-type: none"> 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>224 PP students received suspensions (<i>compared to 243 in 18/19</i>).</p> <p>PP students represented 43% of the school community that received a suspension (<i>compared to 52% in 18/19</i>).</p> <p>No disadvantaged students were permanently excluded from school.</p>

Improve parental engagement		<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>98.5% of parents have now signed up to Edulink and received our weekly narrated communication for parents</p> <p>Due to our risk assessment, we were unable to run these sessions.</p>
<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 • All PP students participate in Unifrog careers and wellbeing activities during tutor time • Increased numbers of PP students participate in virtual visits to universities (local and Russell Group) and webinars about applications • Targeted 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) • Increased numbers of PP students participate in extra-curricular activities through targeted marketing and funded opportunities (Duke of Edinburgh, Music tuition) 	<p>Knowledge Connected, Ambition curriculum and Unifrog tutor programme was delivered.</p> <p>Virtual Work Experience opportunities were publicised to all Year 10-13 students with PP pupils given priority. 20 PP students attended these events.</p> <p>Careers opportunities were delivered virtually to all Year 11 PP students. 11 PP students attended the Deloitte Compact Mentor Programme.</p> <p>A Post 16 Choices week allowed all students to explore possible routes with presentations online from the Sixth Form, MK College and Apprenticeship providers.</p> <p>Due to our risk assessment, we were unable to run extra-curricular activities.</p>