

Pupil Premium strategy statement – 2022/2023

This statement details our school's use of pupil premium 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.

The School Overview

Detail	Data
School name	The Milton Keynes Academy
Number of pupils in school	1146
Proportion (%) of pupil premium eligible pupils	541 (47.2%) *Estimate
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	January 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Gordon Farquhar
Pupil premium lead	Joshua Connolly
Governor / Trustee lead	Diane Taylor



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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£523,225
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£523,225

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 2022/2023

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: £111,393

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<p>Whole school training programme focused on developing students' literacy skills effectively to include:</p> <ul style="list-style-type: none"> Effective diagnosis of reading difficulties Explicit teaching of reading comprehension strategies <p>Curriculum development to embed these strategies.</p>	<p>Reading comprehension strategies are high impact on average (+7 months in secondary schools).</p> <p>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>Teachers and support staff have continued to receive high levels of literacy training to support the implementation of the literacy strategy. In September, all staff received specific training in three chosen areas including disciplinary vocabulary, oracy and the Bedrock learning platform. These bespoke pathways mean that staff have an increased understanding of how specific interventions are able to support readers with varied abilities.</p> <p>To support teachers to adapt and respond to students' needs more effectively, we have increased our reading age testing to three occasions per year in line with best practice guidance from the Education Endowment Foundation. This data, generated every 12 weeks, is then disseminated to all staff on the MIS Arbor, via a spreadsheet and on pupil passports. This allows teachers to ensure that the language, keywords and extracts used in lessons is appropriate for the reading ability of the students in the class, allowing students full access to the curriculum.</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"> Scaffolding Modelling Responding to feedback Effective challenge and support <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>Teaching staff CPD has focussed on the pedagogy of scaffolding, modelling, responding to feedback and holding high expectations for engagement. The focus was therefore on teachers practice rather than developing pupil metacognitive skills. DDI process has identified where teachers have improved their questioning technique, which has led to all students' passivity being challenged.</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>	<p>New behaviour management system introduced in November 2022. Staff were supported with implementation through the DDI process and open-door policy. Regular compliance checks and sweeps at the start of every lesson to support corridor presence. Internal truancy has been removed. Impact on behaviour is evident through suspension and reset data. This data has identified key students to support with external agencies; Thinking for the Futures Mentor, Cognitive Behaviour Therapy and Commando Joe.</p>



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Range of leadership CPD opportunities designed to improve the quality of teaching and learning for all PP students	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>	Low literacy levels	Behaviour leadership training for all staff, alongside further inset day training on adaptive teaching, has supported disruption-free learning in classrooms and better understanding of reasonable adjustments. This is evident through learning walks, DDI's and observations where classrooms are disruption-free due to teachers challenging and supporting students with their behaviour. Students have been taught, through the pastoral programme, our behaviour expectations and how to follow them. The rewards trip criteria has been designed to support self-regulation.

Section 2: Targeted academic support

Budgeted cost: £100,272

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Implementation of KS3 reading programme to target book discussion with students, explicitly extend their spoken vocabulary and use structured questioning to develop reading comprehension.	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.	Low literacy levels	Reading ages across year groups have improved (significantly with some students) as evidenced through reading age tests. For example, the number of students who are now able to read at age related expectations has increased in each year group to following extent: Year 7: 9.14% Year 8: 20.53% Year 9: 29% Year 10: 27.38% Students interest and appreciation of books and reading for pleasure has improved as evidenced through increased number of students taking books out of the library and conversations with literacy / subject tutors. Students across the year groups enjoyed participating in a writing competition where several of MKA students' work has been published. In addition, all students in years 7 & 8 benefitted from an author visit in the Spring Term. Students listened to a presentation during an assembly and selected students, identified through effort and attainment, then attended a workshop.
Targeted reading programme with PP students reading aloud and discussing their books with sixth form students	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	Low literacy levels	Mature students were reading to 12 lower readers in Y.7 and Y.8 on a weekly basis. This allows students one-to-one reading time and enables them to increase their confidence and reading ability, Sixth formers are questioning students and testing their comprehension and fluency in reading.
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	19 PP students at risk of PEX currently accessing Alternative Provision at Bridge A further 6 PP students at risk of PEX currently successfully reintegrated back into mainstream education following Alternative Provision at Bridge 3 PP students attended Engage part time enrichment provision 1 / 2 days a week. 1 PP PA student attended Christian Foundation Cycle Savers



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	<p>Revision guides provided to all PP students for all subjects</p> <p>Period 6 small group intervention sessions run from across all Y11 subjects for Y11 PP students</p> <p>During exam support phase targeted revision session to run for Y11 PP students</p> <p>Small group targeted Maths intervention sessions run within timetabled day to support Y10 and 11 PP students</p> <p>Year 11 Holiday intervention ran to support additional exam preparation in February and Easter. 60% of attendees were PP eligible.</p>
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Section 3: Wider strategies

Budgeted cost: £311.560

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<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 & poor punctuality</p>	<p>Overall whole school PP attendance has improved by 0.7% from Autumn to Summer term. 15 SEND PA students have started an EBSA programme in the success centre with inclusion staff during this half term</p> <p>All PP PA have an attendance mentor that they meet with on a fortnightly basis.</p> <p>Command Joe 83% improvement in targeted attendance groups 30 students (7-10).</p> <p>Uniform has been heavily subsidised by PP budget (Approx. £20,000) and other funding. All PP students were given a new blazer and tie at the start of the year. To support families with financial difficulties MKA have continued to provide uniform upon request.</p> <p>Stationary equipment has been provided for all students in September with top ups at Easter (Approx. £5,000). Removing equipment barrier to learning.</p> <p>£20 reward vouchers have been given to Year Teams as extrinsic incentives for targeted PP students to improve attendance, punctuality and behaviour.</p> <p>Breakfast provided every morning during the Public exam period for all year 11 and 13 students in the pop-up canteen.</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</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 & poor punctuality</p>	<p>Cognitive Behaviour Therapy – Working with 12 PP students with SEMH needs and high-level concerns. 12 week course.</p> <p>Zondi 'Thinking for the Futures' Behaviour and Resilience Mentor working with 40 students to improve attitude to learning.</p> <p>£15,000 contribution to Thorpe Park Rewards Trip to subsidise family contribution. Reducing to £10 per family. Criteria for trip is no suspensions which is to reduce number of over suspensions and increase self-regulation of behaviour. Since trip launch suspensions have continued to fall, attendance has consistency been above 91% and there has been a reduction in the number of PA</p>



school and/or requiring additional mental health support.			
<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>Year 11 prom tickets for all PP students have been subsidised. Family contribution reduced from £24 to £10 for all PP families.</p> <p>End of year Thorpe Park Rewards trip, as mentioned above, had £15,000 contribution to reduce family contribution to £10.</p> <p>Year 11 trip to the theatre to watch Inspector calls. 84 students were PP. This was fully paid for the students.</p> <p>Year 11 Careers trip to London- 55 students were taken with 23 PP students.</p> <p>Year 8 STEM trip which was a focus on careers in Stem. 35 students attended with 12 students being PP.</p> <p>Year 9 and 10 Bright Futures- Workshops ran on employability skills. 98 pp students involved in year 9 and 102 pp students involved in year 10</p> <p>X3 new enrichment programmes introduces and ran externally this was taken into consideration from pupil voice.</p> <p>Cooking- 12 students 4 PP, Code Ninjas- 20 students- 8 PP, Arts and Crafts- 8 students- 3 PP.</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</p>	<p>The average impact of the parental engagement approaches is about an additional +4 months' progress (higher for pupils with low prior attainment).</p> <p>Effects tend to be higher for literacy (+5 months) than for mathematics (+3 months).</p> <p>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>Parent comms sent weekly with updated information on exam support phase, intervention, enrichment programmes.</p> <p>We have had 6 information evenings this year with a focus on: Literacy, SEND, Work Experience, Safeguarding and year 11 information.</p> <p>Twitter and social media accounts are consistently updated to reflect what events are happening in school.</p> <p>Parental Survey taken at every Parents evening. Comments are reviewed and then discussed with parents.</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)</p> <p>Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and</p>	<p>Reducing exclusions and improving attitude to learning</p>	<p>Deloitte Compact Mentor programme- 35 students attended 7 sessions. 10 students were PP.</p> <p>Can Do Women- We have 7 female students involved who have fortnightly mentoring sessions. 3 students are PP. This is s focus on anxiety, careers and confidence building.</p> <p>Urban scholars</p>



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	for non-academic outcomes such as attitudes to school, attendance and behaviour.	Low attendance & poor punctuality	
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