

Pupil premium strategy statement – Macmillan Academy

School overview

Detail	Data
Number of pupils in school	1540 (inc. 261 in post 16)
Proportion (%) of pupil premium eligible pupils	40.5% (624 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Rachel Coning
Pupil premium lead	Adrian King
Governor / Trustee lead	Mark Lovatt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£551,655
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£152,628
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£704,283

Part A: Pupil premium strategy plan

Statement of intent

Our vision is to empower every student, regardless of their background or challenges they may encounter, to excel academically and thrive in qualifications that pave the way for their next steps beyond our school. Situated in an area marked by significant socio-economic challenges, our school is committed to social mobility and nurturing a cohort that actively contributes to the wider community and the workforce.

Central to our strategy is the belief that exceptional teaching is the catalyst for progress. It's the cornerstone of our strategy, ensuring every student, regardless of socio-economic status, receives the support needed to succeed. High quality teaching & learning has been proven to have the greatest impact on closing the attainment gap.

Our strategy aligns with broader academy priorities, guaranteeing that students access the very best opportunities. We're dedicated to a holistic educational approach, offering a diverse enrichment program that introduces students to new experiences. Moreover, our comprehensive Duke of Edinburgh program equips them with life skills highly sought after by employers. Investments in our career guidance program ensure tailored advice and support aligned with each student's aspirations and interests.

Our approach will respond to local challenges and individual needs, informed through robust diagnostic assessments. The approaches we have adopted will provide a suite of interventions that help all pupils achieve their potential. To ensure we are successful we will:

- Maintain high expectations of all students, irrespective of their backgrounds
- Use data to help inform where the greatest need is and intervene early.
- Continually monitor the effectiveness of our strategies and be flexible enough to adapt to changing needs.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p><u>Reading, writing and comprehension</u></p> <p>Both internal and external standardised assessments indicate disadvantaged students generally have lower levels of reading, writing and comprehension than their peers. This impacts process across all subjects.</p>
2	<p><u>Numeracy</u></p> <p>Both internal and external standardised assessments indicate disadvantaged students generally have lower levels of mathematical skills and reasoning than their peers. This impacts process across all subjects.</p>
3	<p><u>Parental engagement</u></p> <p>Internal analysis of subject teacher consultation evening attendance shows there is a gap between disadvantaged and non-disadvantaged families.</p>
4	<p><u>Attendance</u></p> <p>Disadvantaged students on average do not attend school as frequently as their peers. Last academic year the gap in attendance was 4.6%</p>
5	<p><u>Access to cultural & enriching experiences</u></p> <p>To access and fully engage with the curriculum, all students need to be exposed to rich cultural experiences.</p>
6	<p><u>Behaviour for learning</u></p> <p>Internal behaviour data analysis shows that disadvantaged students are disproportionately represented in receiving negative behaviour points. It is pleasing to see that these students are well-represented in receiving positive behaviour points.</p>
7	<p><u>Aspiration for progression beyond key stage 4</u></p> <p>Some of our disadvantaged students come from families with no history of access to further education. Students need to be supported to ensure they have access to quality provision beyond Year 11.</p>
8	<p><u>Access to resources</u></p> <p>Many aspects of our curriculum rely on access to technology at home which can be a challenge for some of our families. Other resources and equipment such as calculators and revision guides can be expensive.</p>

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
Disadvantaged students make good academic progress	<ul style="list-style-type: none"> • Current gap in Progress 8 between disadvantaged and non-disadvantaged students (-0.8) is reduced. • Disadvantaged students at Macmillan Academy achieve a better progress 8 score than disadvantaged students nationally. • The percentage of disadvantaged students achieving five standard GCSE passes including English and maths compares favourably to non-disadvantaged students.
Disadvantaged students have good attendance and punctuality	<ul style="list-style-type: none"> • Attendance for disadvantaged students is the best in the local area. • Targeted students are supported by the attendance and pastoral teams so that their attendance improves. • Successful implementation of the "Get in there!" campaign leads to improved attendance for all student groups. • The average gap between disadvantaged and non-disadvantaged student attendance from last year is reduced (4.6%)
Disadvantaged students display positive behaviour for learning	<ul style="list-style-type: none"> • Internal behaviour data show that disadvantaged students are not disproportionately represented in receiving negative behaviour points. Disadvantaged students continue to be well-represented in positive behaviour point totals. • Excellent behavioural and emotional support is provided to students through pastoral team and specialist interventions. • Appropriate referrals made to external agencies. • Classroom climate audit shows positive attitudes to learning and disadvantaged students are not disproportionately identified as having a disruptive influence to learning. • The percentage of external suspensions from disadvantaged students is reduced from last year (77%)
Raise aspirations of disadvantaged students	<ul style="list-style-type: none"> • Provide early targeted careers advice to disadvantaged students. • The percentage of disadvantage students attending further education is in line with non-disadvantaged students. • Disadvantaged students are offered additional career-focused experiences. • Disadvantaged students are placed in high-quality work experience placements in Year 10.
Disadvantaged students have high levels of literacy and numeracy	<ul style="list-style-type: none"> • Nationally benchmarked assessments are provided to identify students in need of support. • Ongoing targeted intervention is provided to all students requiring additional support in English and maths.

Intended outcome	Success criteria
Disadvantaged students' cultural capital is enhanced throughout their time at Macmillan Academy.	<ul style="list-style-type: none"> • Disadvantaged students have the opportunity to take part in a variety of trips and visits which are subsidised. • Every disadvantaged student will complete the Duke of Edinburgh Bronze Certificate of Achievement • The proportion of disadvantaged students taking part in the following activities is representative of school totals: <ul style="list-style-type: none"> ○ Enrichment programme ○ Sporting activities, clubs and teams ○ School leadership activities ○ Peripatetic music lessons ○ Drama productions
Families of disadvantaged students engage well with the academy	<ul style="list-style-type: none"> • Percentage attendance to academy events such as subject teacher consultation evenings compare favourably to that of non-disadvantaged families.
Improve student awareness of physical and mental health and coping strategies	<ul style="list-style-type: none"> • Targeted intervention is provided to students in need of mental health support. • There will be a reduction in the numbers of students seeking professional support for mental health because of our interventions.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Optic Training for all staff in the academy	Our Optic teaching and learning model was developed to build on effective strategies outlined in the EEF toolkit. The entire model is built on creating an effective learning environment as the building block of high quality classroom experiences. Literacy is a key focus within this programme	1 2 6 7
Recruitment and retention strategies	We will invest in trying to recruit and retain high quality staff in all areas to ensure that subject specialists are teaching key courses.	1 2 6 7

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 300,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention after-school across all KS4/5 qualifications.	EEF T & L toolkit shows a +3 months impact for extending the school day, and +4 months for small group tuition.	1 2
Literacy intervention (KS3) small group session run by learning support department.	EEF evidence shows that small group intervention can add up to 4 months progress for students. Additionally, reading comprehension strategies have been shown to have +6 months progress.	1
Easter Revision programme	EEF evidence shows that small group intervention can add up to 4 months progress for students. Also internal student voice shows that our students (who attend) highly value these sessions.	7 8
Targeted mentoring programme	Internal data shows that our most vulnerable student chosen for mentoring value this personal support. The VESPA model focuses on raising aspirations. EEF toolkit show that mentoring can have +2 month impact on attainment.	1 2 7 8
On-site alternative Provision	The moral purpose of keeping young people in education in an area of high deprivation	6
Use of standardised diagnostic assessments through GL assessment.	Standardised tests will provide reliable insights into the specific strengths and weaknesses of each student in maths and English. It can be used to provide targeted specific intervention to help close gaps in learning. It additionally can be used to review the effectiveness of our key stage 3 curriculum and quality of teaching over time.	1 2 7 8
School-led tuition for targeted students	EEf toolkit shows +4 months impact for small group tuition	7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 325,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in creating and supporting a 'praise culture'	Internal data suggests that PP students have a poorer attitude to learning so this culture needs to shift.	6
A wide ranging enrichment programme including subsidised trips and visits	Outdoor learning and art provision can have a positive educational outcome according to the EEF (up to 3 months)	5
Invest in a full time attendance officer and EWO	Improving attendance can have a huge impact of educational outcomes (national data)	4
Invest in a full time careers advisor for 1 to 1 guidance	Impartial careers advice is essential for all students and our governors have made destination data a key focus for the academy.	7
Invest in the student development team to provide bespoke support for students in the academy	Behaviour intervention can add up to 4 months progress (EEF)	6
Invest in School Cloud	The EEF toolkit suggests that investing in parental engagement can add up to 4 months.	3
Invest in small group sessions to support students with anxiety / stress etc.	Our data shows an increasing number of students presenting with issues surrounding mental health issues such as anxiety.	6
Invest in resources to support the 'tutor led reading' initiative	Reading programmes are well documented by the EEF to boost performance by up to +6 months.	1
Learning equipment and materials	All disadvantaged students will be provided with free revision materials including revision guides for every qualification at the start of Key Stage 4.	8

Total budgeted cost: £ 705,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Student outcomes in academic year 2022-2023

	2022-2023		2021-2022	
	Non-PP	PP	Non-PP	PP
Entered for Ebaac	56.7%	41.7%	6.2%	11.4%
Achieving Ebaac	33.3%	15.5%	3.9%	5.1%
Gaining Five+ grade 4s inc. En & Ma	72.7%	39.8%	79.7%	62%
P8 score	-0.04	-0.83	-0.01	-0.53

Results last academic year were disappointing and the progress gap between disadvantaged students and their peers has increased since the previous year. Last year's cohort had a significant number of outliers that impacted the overall progress measures.

Enrichment data

Disadvantaged students make up over 50% of the attendance to enrichment activities afterschool. This compares very favourably as disadvantaged students make up 40.5% of the student population.

Attendance data – 2022-2023

Year	Non-PP % attendance	PP % attendance	Gap
7	94.4%	89.5%	-4.9%
8	93.6%	90.7%	-2.9%
9	91.4%	88.6%	-2.8%
10	91.2%	84.3%	-6.9%
11*	92.8%	87.2%	-5.6%

Overall attendance gap between disadvantaged and their peers is 4.6%. Our attendance remains higher than the local and national average.

Behaviour data

	Positives		Negatives	
	Non-PP	PP	Non-PP	PP
Year 7 (45% PP)	56%	44%	29%	71%
Year 8 (53% PP)	49%	51%	32%	68%
Year 9 (50% PP)	52%	48%	40%	60%
Year 10 (42% PP)	61%	39%	39%	61%
Year 11 (38% PP)	66%	34%	46%	54%

Whilst students are disproportionately represented in receiving negative behaviour points, it is pleasing that they're represented well in positive points.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Progress Test Series	GL Assessment
Accelerated Reader	Renaissance Place
Small group / one-to-one tuition	MyTutor
SchoolCloud Parents' evenings	SchoolCloud / TES

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Last academic year, families in receipt of service pupil premium funding were offered a menu of approaches including:

- Access to technology to support with home learning
- Subsidised places on the Duke of Edinburgh programme
- Revision packs for key stage 4 students, including revision guides for every qualification.
- Access to mental health counselling.

The impact of that spending on service pupil premium eligible pupils

Due to the small number of students who fit into this category, it is not appropriate to provide data analysis of performance. All students are continuing to receive appropriate support and their performance is regularly reviewed.