

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Macmillan Academy				
Academic Year	2019-20	Total PP budget	350,000	Date of most recent PP Review	n/a
Total number of pupils (11-16)	1283	Number of pupils eligible for PP	450 (35%)	Date for next internal review of this strategy	12/20

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.22 (CAGs)	No data (Covid 19)
Attainment 8 score average		

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Poor P8 scores in English, mathematics and ebacc subjects
B.	Poor attendance at subject support sessions and Easter revision
C.	Low literacy levels compared to non PP
D.	Poor attitude to learning for some of the PP cohort
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
E.	Low attendance for the PP cohort
F.	Poor parental engagement from PP families
G.	Low aspirations (careers)
H.	Higher levels of exclusions for PP students

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	P8 scores to improve for the PP cohort	P8 score to be above 0 for the Year 11 PP cohort in 2019
B.	Increase attendance at afterschool and Easter intervention sessions for the PP cohort	Remove the gap between PP and non-PP students as measured by attendance registers.
C.	Improve reading ages of PP students	Remove the gap between PP and non-PP reading ages as measured through Accelerated Reader and Star Reading tests.
D.	Improve attitude to learning scores	Remove the gap between PP and non-PP students as measured by internal progress data.
E.	Improve attendance for PP students	PP attendance will meet the academy target of 95% for the academic year 2019-20
F.	Improve the attendance of parents at after school events e.g. revision evenings and parents' evening	Remove the gap in attendance data at parents evenings between PP and non-PP (20% in 2018-19)
G.	All students in the PP category have sustained, purposeful employment	100% of the PP cohort in education, employment or training 3 years after leaving the academy
H.	Reduce fixed term exclusions for the PP cohort	Reduce overall FTE and remove the gap between PP and non-PP exclusions

5. Planned expenditure

Academic year

2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Introductions of OPTIC teaching model	Staff choose to focus on areas that they have highlighted as areas needed for their own CPD. Attendance will be monitored, as all staff should attend 3 sessions throughout the year.	Training based on the latest academic research.	Lead trainers will be given time to develop course materials. Training time will be devoted to behaviour for learning in 2019-20	CHO	July 2020 at the end of the training cycle. Budget of 5K
Invest in new staff with a 6 year expert teacher programme	Staff will attend the training sessions in line with their stage in their career.	Training based on Hattie's research about creating 'expert teachers.'	Training time will be devoted to the programme.	ATU	July 2020 at the end of the training cycle. Budget of 5K
Ensure that students are taught by well qualified subject specialists	All lessons (KS4 and KS5) are delivered by well qualified subject specialists	Subject expertise is a pre-requisite for delivery of the new KS4 and KS5 syllabuses that are content heavy.	Recruitment and retention strategies will be reviewed by PS.	PS / NS	July 2020 Budget for recruitment and subject specialists as supply teachers. Budget of 20K
Total budgeted cost					30K

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Year 11 small group tuition English and maths	Improve the outcomes in English and mathematics for targeted students.	EEF research highlights the impact of small group intervention for those who are underachieving (+5 months).	Ex-staff to be employed as tutors in English and maths to ensure quality	PL	September 2020 Budget of 20K

Year 7 and 8 literacy intervention (withdrawal form MFL)	Improve literacy levels	EEF research highlights the impact of small group intervention for those who are underachieving. (+4 months)	EDO and FS to deliver lessons with a literacy focus	FS	July 2020 Budget of 55K
Encourage reading in our Year 7 cohort	Improve reading ages	EEF research (and work done by Alex Quigley) highlights the impact of reading strategies to improve educational outcomes.	Year 7 Accelerated Reader sessions to be delivered by English teachers and tutors.	SLM	July 2020 Budget of 7K
Provide a comprehensive Easter revision programme	Improve attendance at Easter revision sessions	Attendance for PP students was low last year and student voice shows that our students value these sessions so we need to encourage attendance.	AKI to co-ordinate delivery of sessions and track attendance.	AKI	May 2020 Budget of 20K
Mentoring	Underachieving students identified and supported by progress manager to improve their attitude to learning and outcomes	Mentoring does not have a high impact according to EEF but we place high value on the wrap around care that it provides for our more vulnerable learners.	Regular L20 meetings will identify and monitor the performance of key students.	AKI / AJN / CHO / LJO	September 2020 Budget of 5K
Encourage involvement for PP students in activities beyond the classroom	To encourage PP students to be active members of the academy and wider community.	Outdoor adventure learning (+4 months) and arts participation (+2 months) have a positive impact according to EEF research.	Trips and visits will be subsidised according to need.	NS	September 2020 Budget of 20K
Provide support for vulnerable students in our PLC	To keep vulnerable students in education	The moral purpose of keeping young people in full time education and supporting them through challenging times in their life.	Students will be allocated to the PLC according to need and this will be monitored in regular V6 meetings.	FD / HOYs	September 2020 Budget of £40k
Total budgeted cost					167K

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
--------	------------------	---	---	------------	--------------------------------------

Providing impartial careers provision for all students	Our full time careers advisor, to ensure all PP students have a firm destination, will interview every PP student.	Impartial careers advice is essential for our students and the governing body have placed a great deal of importance on making sure that our students have positive destinations.	Impartial advice from a full time careers advisor and SLT meetings for each student in Year 9 and Year 11.	ETU / CCO	August 2020 Budget of 45K
Reducing exclusions by investing in the student development team	Reduce exclusions for students in the PP category Improve attitudes to learning.	Reduce days lost to education for the PP cohort. Behaviour interventions have a 3+ month impact in the EEF toolkit.	Exclusion data will be regularly reviewed.	FD / OS	August 2020 Budget of 100K
Improve attendance by investing in a full time attendance officer and EWO	Improve attendance for students in the PP cohort.	This was highlighted in our 2017 Ofsted inspection as an area for focus.	Attendance data will be regularly reviewed.	FD	September 2020 Budget of 70K
Parental engagement	To target parents of PP students so that they attend key information events and parents' evenings.	This is an area where we have an in-school gap between PP and non-PP and the EEF toolkit suggests that it can have a positive impact of +3 months.	Regular recording of attendance at events and follow up phone calls etc.	AJN	July 2020 Budget of 5K
Total budgeted cost					220K

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Introductions of OPTIC teaching model	Staff choose to focus on areas that they have highlighted as areas needed for their own CPD. Attendance will be monitored, as all staff should attend 3 sessions throughout the year.	Sessions were well attended with positive evaluations recorded by staff who attended.	Appropriate training materials and sessions planned for all staff throughout 2020-21. This will give all staff the same training with a focus on improving literacy in the classroom, rather than allowing staff choice.	£7.6k spent on CPD
Invest in new staff with a 6 year expert teacher programme	Staff will attend the training sessions in line with their stage in their career.	Sessions ran as planned and received positive evaluations.	Sessions will continue to run in 2020-21	£7.6k spent on CPD
Ensure that students are taught by well qualified subject specialists	All lessons (KS4 and KS5) are delivered by well qualified subject specialists	We were fully staffed by subject specialists (at KS4 and KS5) last year.	We need to maintain our recruitment strategies and look at recruiting more ITT students so that we can 'grown our own' in areas where there is a regional shortage. We are also using our staff when possible or subject specialist supply staff even if this adds additional costs.	£20k

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Year 11 small group tuition English and maths	Improve the outcomes in English and mathematics for targeted students.	Results were good in 2020 but as a result of Covid 19 there is no national value added data to judge progress.	We need to invest more in this area as EEF research is compelling. There will be 3 targeted groups for English / maths tuition: 3 / 4 borderline, grades 5+ and grades 7+.	£23.3k

Year 7 and 8 literacy intervention (withdrawal form MFL)	Improve literacy levels	Literacy sessions ran as suggested by the timetable. Their impact was generally as students increased their spelling age beyond their chronological age.	SLM will deliver literacy sessions this year instead of EDO. We also need to develop a whole school approach to teaching literacy as part of the new OPTIC model including a common approach to teaching vocabulary and encouraging reading.	£62.9k
Encourage reading in our Year 7 cohort	Improve reading ages	Accelerated Reader data shows that reading ages increased slightly throughout the year and that book loans went up for this cohort.	We have encouraged more reading at the starts of lessons to improve the impact of AR.	£4k
Provide a comprehensive Easter revision programme	Improve attendance at Easter revision sessions	No exams because of Covid 19.	Launch revisions sessions with current Year 11 in March.	£0k
Mentoring	Underachieving students identified and supported by progress manager to improve their attitude to learning and outcomes	Progress clubs ran in both KS3 and KS4 to try to support students who struggle with their work. New VESPA model mentoring began but impact could not be measured due to Covid 19.	Expand mentoring to Year 11 focus groups (e.g. disadvantaged boys) and use the VESPA model to measure impact.	£13k
Encourage involvement for PP students in activities beyond the classroom	To encourage PP students to be active members of the academy and wider community.	Impact hard to measure because of the national lockdown and the end of these additional activities. Trips and visits have been paid for (deposits) and delayed.	Continue to support activities beyond the classroom as and when Covid 19 restrictions allow this again.	£27k
Provide support for vulnerable students in our PLC	To keep vulnerable students in education	No students in Year 11 were permanently excluded in the year 2019-20.	Provision will be split between the PLC for KS4 students and the SSB for KS3 students.	£36.5k

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
--------	------------------	--	--	------

Providing impartial careers provision for all students	Our full time careers advisor, to ensure all PP students have a firm destination, will interview every PP student.	Positive impact. Destinations data is very strong once again with all students in Year 11 having a positive destination in either education (90%), employment or training (10% combined). 92% of the PP cohort went on to further education (higher than the academy average).	Continue this approach and also invest in careers resources if possible for students in KS3. This is why we have invested in Unifrog for 2020-21.	£45.7k
Reducing exclusions by investing in the student development team	Reduce exclusions for students in the PP category Improve attitudes to learning.	Exclusions were reducing in the first part of 2019-20 compared to the previous year. However, the impact of the lockdown meant that it has been hard to compare data beyond February half term, 55% of the Fixed Term Exclusions from Year 7 to Year 11 were for PP students (compared to 63% the previous year). Attitudes to learning scores decreased slightly from term 1 to term 2 from an average of 2.4 to 2.5 compared to the all student average of 2.2.	Reducing exclusions will be a major focus in 2020-21 with the creation of a new 'pathway' initially in Yea 9 as well as the split between KS3 and KS4 in terms of support bases (PLC and SSB respectively).	£148.9k
Improve attendance by investing in a full time attendance officer and EWO	Improve attendance for students in the PP cohort.	Attendance data for PP students was 92.7% compared to 89.4% the previous year. This shows a significant increase but there is still a gap with non PP that needs to be closed (95.8%)	Investment has been made in the attendance team and will carry on into next academic year	£69.6k
Parental engagement	To target parents of PP students so that they attend key information events and parents' evenings.	Attendance at parents' evenings did not reach our target. Not all parents' evenings took place but there was still a gap in attendance although it did vary by year group. E.g. 22% (Year 8) to 37% (Year 10).	We need to devise a more co-ordinated parental engagement strategy for 2020-21 and onwards are looking into School Cloud for parent – teacher meetings.	£9.3k

7. Additional detail

When looking at the initial 'intended outcomes' it is clear that we still have work to do in relation to the performance of our disadvantaged cohort. The PP academic outcomes of -0.22 are not based on national data as this was not available because of Covid 19. If taken at face value they suggest a significant improvement in performance of our disadvantaged cohort. However, the data for 2019-20 needs to be contextualised by the fact that these grades were based on centre assessments and that there was no national information to help for a comparison. Those students who did leave with a negative P8 score (according to internal data) did manage to complete their full time education and all left with positive destinations which was an excellent achievement considering the disruption caused by the global pandemic.

Intended outcomes A (P8 scores), F (parental engagement) and H (reduction in exclusions) are still clearly an issue when looking at the analysis above and we have come up with new strategies in these areas.

Progress was made towards meeting intended outcomes: C (improved reading ages), D (improved attitudes to learning), E (improved attendance) and G (positive destinations). However, more can still be done to reduce the gap in these areas as well which is why we will make revisions to next year's spending plans.

B (attendance at Easter revision) did not happen as a consequence of Covid 19.

In total we spent £475k on these areas of our provision (more than the initial budget).

