

Pupil premium strategy statement (Macmillan Academy 2021-22)

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	Macmillan Academy
Number of pupils in school	1604 (including 292 in Post 16)
Proportion (%) of pupil premium eligible pupils	41.6% of 11-16
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Rachel Coning
Pupil premium lead	Andy Jordan
Governor / Trustee lead	Tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£440,000
Recovery premium funding allocation this academic year	£67,315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£507,135

Part A: Pupil premium strategy plan

Statement of intent

At Macmillan Academy we want all of our student to be successful no matter what background they come from. The Academy is located in an area of high deprivation and it is our driving ambition that young people leave the academy armed with the skills to be successful in the world of work. We want to support the local community in creating a generation of young people who are engaged in the workplace and contributing positively to society. To this end we will invest heavily in supporting careers education to ensure that our students do not end up in the NEET category. We are also determined to keep young people in education and will invest in our intervention team and onsite alternative provision to do our best to keep young people in school. We will also support students to gain a wide range of interest hence we will support them in developing our enrichment programme and subsidising experiences such as the Duke of Edinburgh programme. Educational outcomes are important as well and we will retain an ambitious, broad and balanced curriculum which will be available to all students. In order to support those who didn't have the best start in life we will support them with small group sizes in the key subjects of English and maths and will invest in tuition to support these core subjects. Success in these two key subjects will open opportunities for future employment which is our driving ambition. We will also continue to invest in creating well rounded, active members of society with a carefully mapped out personal development programme (including a weekly broadcast) intended to broaden horizons and to develop cultural capital. Developing student literacy has become a major focus (particularly since the national lockdown and lost learning in primary schools) and we will attempt to improve this by supporting literacy as a major part of our teaching and learning model and continuing to invest in reading strategies. Finally, we want to support the wellbeing and mental health of our students and will develop a strategy, as well as investing in internal support to help with this vital provision.

Challenges

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

Challenge number	Detail of challenge
1	Poor P8 scores in English, mathematics and Ebacc subjects
2	Poor attendance at subject support and Easter revision sessions

3	Low literacy levels
4	Poor attitude to learning
5	Poor attendance
6	Poor parental engagement
7	Low aspirations
8	High levels of exclusion
9	Poor engagement with learning during lockdown
10	Poor mental health
11	Poor access to ICT facilities at home
12	Gaps in learning as a consequence of lockdowns

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
Improve P8 scores for the PP cohort	Close the gap between PP and non PP students. The 3 year plan is to get a P8 score of above 0 for PP students.
Improve attendance at subject support and Easter revision session for the PP cohort	Attendance registers will be kept. Period 6 will be compulsory in English and maths in term 1 (2021-22). We will aim to remove the attendance gap (measured by registers) at Easter revision sessions.
Improve literacy levels for PP students	Reading age data (from Star Reading tests) will improve and the gap between PP and non PP will disappear.
Ensure all PP students display positive attitudes towards learning	Invest time and resources into developing a praise culture. The data in Class Charts will show that the gap between PP and non PP reduces over time in regards to positive behaviour points received.
Improve attendance for PP students	Aim to increase attendance for all students to 95% and above and reduce the gap between PP and non PP.
Improve parental engagement	The gap will close from current levels in regard to attendance at parents' evenings and other events (e.g. revision evenings). Data from school cloud will show that the gap is reducing each year.
Raise aspirations	NEET data will show that all students regardless of their background will have

	a positive destination at the end of Year 11.
Reduction in exclusions	We will reduce the number of FTE and PEX overall over the next 3 years by investing in onsite AP. There will be no gap in the data between PP and non PP.
Improve engagement during periods of school closure	Attendance at online lessons will be the same regardless of whether students are PPP or non PP (measured through attendance to Teams lessons).
Improve student awareness of mental health and coping strategies	There will be a reduction in the numbers of students seeking professional support for mental health as a result of our interventions.
Improve ICT facilities for students	Every PP pupil who asks for a device should be allocated one through the academy.

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: £ 40,000

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.	3, 4
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

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

Budgeted cost: £ 225.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Compulsory Period 6 English and maths lessons for Year 11	Evidence of lost learning during lockdown for current Year 11 that needs to be delivered through extra lessons.	1, 12
Literacy intervention (KS3) small group session run by SEND	EEF evidence shows that small group intervention can add up to 4 months progress for students.	1, 3, 12
Accelerated Reader in Year 7 and Year 8	EEF research suggests that AR can have a positive impact.	3, 12
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.	2, 12

Mentoring	Internal data shows that our most vulnerable student chosen for mentoring value this personal support. The VESPA model focuses on raising aspirations.	4, 7
On-site alternative provision	The moral purpose of keeping young people in education in an area of high deprivation.	1, 3, 4, 5, 7, 8, 9
GL Assessments to highlight gaps in learning	Intervention can only be targeted successfully once it has been identified accurately.	1, 12
1 to 1 and small group tuition (online)	EEF data shows a positive impact for small group and 1 to 1 tuition (4 months progress)	1, 12
Academic mentors (small group with KS3)	EEF data shows a positive impact for small group and 1 to 1 tuition (4 months progress)	1, 12

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

Budgeted cost: £300,000

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.	4, 6, 10
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 4 months)	4, 10
Invest in a full time attendance officer and EWO	Improving attendance can have a huge impact of educational outcomes (national data)	5
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 3 months progress (EEF)	7, 8, 10
Provide ICT facilities for all PP students	Student voice and experiences in the first national lockdown revealed a gap in this area.	9, 11

Invest in School Cloud	The EEF toolkit suggests that investing in parental engagement can add up to 3 months.	6
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.	10
Invest in resources to support the 'tutor led reading' initiative	Reading programmes are well documented by the EEF to boost performance.	3

Total budgeted cost: £565,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our previous strategy came to an end in Summer 2021 and was severely impacted upon by the covid crisis and national lockdowns. All of the interventions took place that we had budgeted for (e.g. Easter revision) but there is no external data to verify the impact that these had on educational outcomes (e.g. Progress 8). Our internal data is very good and shows that PP students did make progress, but this was based on TAGs and is therefore not national data.

Careers destinations were positive as intended and shows that the money spent on this area has been well targeted.

Attendance is much harder to measure given the impact of lockdowns and periods of self-isolation that took place throughout the year. It has made it hard to draw any meaningful conclusions.

Exclusions reduced (once again this is hard to compare to previous years due to the disruption of covid) and our on-site provision increased to cater for more demanding needs that our students were presenting with.

Laptops were successfully loaned to all students who requested them and every student in the PP category was offered technical support.

Literacy levels did not improve as intended as book loans were made problematic (the library was closed for most of the year as books were quarantined) by the covid crisis and national restrictions.

Attitudes to learning are also hard to compare to previous years. Students had an unusual educational experience (spending the whole academic year in bubbles) so the data bears no comparison to previous data sets. As a consequence of covid there were no enrichments or trips and visits.

Mental health deteriorated during lockdown and this is why it has become more prevalent in our new strategy.

Overall, an incredibly challenging year for all students at Macmillan Academy

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance Place
GL Assessments	GL Assessments
Small Group and 1 to 1 Tuition	My Tutor/PET-Xi
School Cloud	School Cloud

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We supported individual students during lockdown by providing them with high levels of support during lockdown. Targeted intervention has also been provided by academic mentors and small group tuition for these students (depending on individual need)
What was the impact of that spending on service pupil premium eligible pupils?	These students had high levels of attendance at the academy during the national lockdowns so that we could support them with their learning in school.

Further information (optional)

We intend to review this plan / strategy every half term to reflect current needs bearing in mind that the pandemic is far from over and could yet cause more disruption to education for our students.