

Pupil premium strategy statement – Macmillan Academy

School overview

Detail	Data
Number of pupils in school	1,305
Proportion (%) of pupil premium eligible pupils	52.9% (691 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)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£605,225
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>	£605,225

Part A: Pupil premium strategy plan

Statement of intent

At Macmillan Academy, we are driven by a profound commitment to social mobility. We believe that every student, regardless of their background or the socio-economic challenges they may face, deserves the opportunity to achieve academic excellence and secure qualifications that open doors to future success. Located in an area with significant socio-economic disparities, we strive to empower our students to become active and contributing members of both their community and the wider workforce.

Our Pupil Premium strategy is built on the unwavering principle that outstanding teaching is the most powerful driver of progress. We prioritise high-quality teaching and learning for all students, ensuring that those from disadvantaged backgrounds receive the targeted support they need to thrive. This focus is complemented by a comprehensive approach that addresses the wider barriers to learning.

We align our Pupil Premium strategy with whole-school priorities, guaranteeing access to exceptional opportunities for all. This includes a rich and diverse enrichment programme designed to broaden horizons and introduce students to new experiences. Our robust Duke of Edinburgh programme cultivates essential life skills valued by employers, while our enhanced careers guidance provides personalised support, empowering students to explore their aspirations and plan their future pathways.

Our approach is data-driven and responsive to the specific needs of our students and the local context. Through rigorous diagnostic assessments, we identify individual needs and tailor interventions to maximise impact. We are committed to:

- Maintaining consistently high expectations for all students, irrespective of background.
- Utilising data to pinpoint areas of greatest need and intervene early and effectively.
- Continuously monitoring and evaluating the impact of our strategies, adapting our approach as necessary to ensure sustained improvement.

Over recent years, our school community has experienced a widening of disadvantage across the families we serve, with students eligible for Pupil Premium now comprising 53% of the school population. While this headline figure is significant, it does not fully capture the increasing depth and complexity of deprivation within our community. Approximately 25% of our families reside in areas ranked among the top 2% most deprived nationally.

Through rigorous analysis of deprivation indices, alongside sustained engagement with families and the wider community, we have identified financial hardship as an increasingly significant barrier to students' attendance, engagement, and academic progress. In response, and alongside our evidence-informed Pupil Premium strategy, the school has established The Endeavour Foundation charity to provide additional resources and specialist support for families experiencing acute financial hardship.

Challenges

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

Challenge number	Detail of challenge
1.	<p>Access to resources</p> <p>Disadvantaged students often face barriers accessing tuition, revision materials, technology and quiet purposeful study spaces.</p>
2.	<p>Attendance and Punctuality</p> <p>Attendance is one of the strongest indicators of academic achievement. Disadvantaged students on average do not attend school as frequently as their peers. Last academic year the gap in attendance was 5.6%</p>
3.	<p>Parental engagement</p> <p>We work hard to build positive relationships with families, recognising the challenges some disadvantaged parents face in engaging with school. Internal analysis of parents' evening attendance shows there is a gap between disadvantaged and non-disadvantaged families.</p>
4.	<p>Aspirations and Self-Efficacy</p> <p>Raising self-belief and ambition is central to our pastoral and academic support. 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>
5.	<p>Behaviour for learning</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>
6.	<p>Access to cultural & enriching experiences</p> <p>We are committed to providing experiences that broaden horizons and develop confidence. To access and fully engage with the curriculum, all students need to be exposed to rich cultural experiences.</p>
7.	<p>Reading Rates and wider literacy</p> <p>The foundational skills of reading, writing and spoken communication (oracy) are fundamental to accessing the curriculum. Both internal and external standardised assessments indicate disadvantaged students generally have lower levels of reading, writing and comprehension than their peers.</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 attainment between our disadvantaged and non-disadvantaged nationally continues to close. • Disadvantaged students at Macmillan Academy continue to achieve a better attainment 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 gap between disadvantaged and non-disadvantaged student attendance from last year continues to reduce (2024-2025 – 3.7% 2023-2024 - 5.6%)
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. • The percentage of external suspensions from disadvantaged students is reduced from last year (2024-2025 – 79% 2023-2024 - 82.2%)
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 are supported to improve their literacy and numeracy – any existing gaps are closing quickly.	<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
<p>Disadvantaged students' cultural capital is enhanced throughout their time at Macmillan Academy.</p>	<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
<p>Families of disadvantaged students engage well with the academy</p>	<ul style="list-style-type: none"> • The gap in attendance at academy events, such as parents' evenings, between disadvantaged families and their non-disadvantaged peers is narrowing.

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: £ 10,000

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	2 3 4 5 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.	2 3 4 5 7

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

Budgeted cost: £ 225,242

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 4 6 7
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.	7
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.	1 2 4 6 7
On-site alternative Provision	The moral purpose of keeping young people in education in an area of high deprivation	5

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

Budgeted cost: £ 369,983

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.	2 3 4 5 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)	2 4 5 6
Invest in a full time attendance officer and EWO	Improving attendance can have a huge impact of educational outcomes (national data)	2
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.	4
Invest in additional member of the safeguarding team	To manage the volume of safeguarding concerns	1 2 3 4
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)	2 3 4 5
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.	4
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.	7
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.	1

Total budgeted cost: £ 605,225

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Student outcomes in academic year 2024-2025

Disadvantaged pupils - Overall A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	91	40.6	34.9	Above (sig+)	50.3	-9.7	Narrowing
2024	91	40.0	34.6	Above (sig+)	50.0	-10.0	Narrowing
2023	100	38.2	35.0	Close to average (non-sig)	50.3	-12.1	Not available

Outcomes for disadvantaged students have improved for three consecutive years. Performance for the last two years is considered 'significantly above' the national average for disadvantaged students. For two consecutive years, the gap between our disadvantaged students and non-disadvantaged students nationally has narrowed.

Disadvantaged pupils - English A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	91	9.0	7.8	Above (sig+)	10.6	-1.6	Narrowing	High - SEN
2024	91	8.9	7.7	Above (sig+)	10.6	-1.7	Narrowing	-
2023	100	8.2	7.7	Close to average (non-sig)	10.6	-2.4	Not available	High - SEN

Disadvantaged pupils - Mathematics A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	91	7.9	6.9	Above (sig+)	10.0	-2.1	Narrowing	High - SEN
2024	91	7.5	6.9	Close to average (non-sig)	9.9	-2.4	Widening	-
2023	100	7.6	6.9	Close to average (non-sig)	9.9	-2.3	Not available	High - SEN

Local comparative data

Disadvantaged student data	Attainment 8 score	Grade 5 or above in English & Maths	Staying in education, training or employment
Macmillan Academy	40.6	29.7%	84%
Middlesbrough average	35.1	24.6%	78.4%

Extra-curricular data

Analysis of extra-curricular participation including attendance to enrichment programmes, participation in sporting teams, trips and visits etc shows our pupil premium cohort engage in more activities on average than our non-pupil premium cohort.

Through analysis of participation data, we are able to identify students not engaging in the wider education offer and provide additional opportunities to close those gaps in engagement.

Behaviour data

FSM6 - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (1 term)	595	7.06%	8.29%	Close to average (non-sig)	Sig decrease	High - FSM, High - SEN
2023/24 (3 term)	538	18.40%	16.57%	Close to average (non-sig)	Sig increase	High - FSM
2022/23 (3 term)	541	12.57%	15.16%	Close to average (non-sig)	Not available	High - FSM

FSM6 - 2 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (1 term)	595	3.03%	3.89%	Close to average (non-sig)	Sig decrease	High - FSM, High - SEN
2023/24 (3 term)	538	11.15%	9.40%	Close to average (non-sig)	Sig increase	High - FSM
2022/23 (3 term)	541	7.02%	8.31%	Close to average (non-sig)	Not available	High - FSM

Externally provided programmes

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

Programme	Provider
Standardised Writing Assessments	No More Marking
Literacy Intervention	Bedrock Vocabulary

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.