

Pupil premium strategy statement

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	Millbay Academy
Number of pupils in school	557
Proportion (%) of pupil premium eligible pupils	61.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	January 2022
Date on which it will be reviewed	March 2022
Statement authorised by	Polly Lovell
Pupil premium lead	Matthew Bisco
Governor / Trustee lead	Michael Peters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£372,035
Recovery premium funding allocation this academic year	£49,590
Pupil premium funding carried forward from previous years	£7,239
Catch up funding carried forward from previous year	£32,387
Total budget for this academic year	£461,251

Part A: Pupil premium strategy plan - Primary

Statement of intent

Millbay Academy (primary phase) is dedicated to providing the best education for all, and aspires to set pupils up to for the brightest futures. As part of Reach South, our moto, “Aspiration beyond expectation” lies at the heart of everything we do. Beyond the overarching moto, we at Millbay Academy (primary phase) also have five key values we aspire to instil into every pupil and which underpin everything: respect, responsibility, courage, curiosity and creativity. Millbay Academy (primary phase) is a place where everybody matters and every moment counts.

This is from an inspirational curriculum which gives children experiences on which to base their learning and their future life choices, to a strategic staffing, recruitment and CPD plan which ensures that all teachers and staff members can improve, not because they are not good enough but because it leads to collective teacher efficacy. Collective Teacher Efficacy is strongly correlated with student achievement (John Hattie, Visible Learning).

When making decisions about using Pupil Premium funding it is important to consider the context of the academy and the subsequent challenges faced. This alongside research conducted by the EEF support the strategic spending of the Pupil Premium funding. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will:

- Have a designated Senior Leader for Disadvantaged.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Provide funding for Disadvantaged to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the academy’s assessment recording system has a reporting mechanism for Disadvantage.

- Furthermore, we will use the following guiding principles as part of our work in supporting Disadvantaged children:
- All staff are aware of the disadvantaged students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra- curricular opportunities that challenge and inspire them.
- We develop disadvantaged students as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with Visible Learning approaches and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide a member of staff to signpost parents or carers to these opportunities.
- We offer opportunities for independent practice: we explicitly teach students learning habits underpinned by Rosenshine's principles. These are embedded in lessons and leaders monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.

- We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

Challenges

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

Challenge number	Detail of challenge
1	<p>High level SEN and complex cases in primary phase</p> <p>Since the academy has been established, the graduated approach has been implemented across the primary phase. There has been an improved focus in early identification of need, sourcing specialist advice for identified pupils and engaging fully with the local offer. By splitting SEN coordination into Early Years – KS2 and KS3, the pupils benefit from a strategic leadership as well as overseeing day – to – day operations of the primary phase information report and SEN policy.</p>
2	<p>Low attainment on entry to the Early Years Foundation Stage in all areas but particularly understanding, listening and attention.</p> <p>Most children are assessed to be working at Blanks Level 1 or 2 and some within the 22-36 month age band on entry to Reception and despite making accelerated progress, do not meet the following KPIs: Maintains attention, concentrates and sits quietly during appropriate activity and Listens attentively in a range of situations (ELG).</p>
3	<p>Accessing a high quality curriculum which delivers subject knowledge and subject-specific.</p> <p>Through analysis of the impact of our curriculum last year, gaps were identified in how pupils who were eligible for pupil premium could articulate their learning. Therefore this year resources and training have been sourced to support our pupils eligible for pupil premium to learn more and remember more. Pupils will benefit from educational visits/ visitors, launch and landing days, Millbay Academy knowledge organisers and a range of inclusive strategies to support pupils eligible for pupils premium in class.</p>

4	<p>Disadvantaged pupils do not maintain positive attitudes to Reading and develop pleasure in reading having a detrimental effect on academic progress in Reading.</p> <p>Through analysis of Early Years reading data in September 2021, only 27% are read to at home.</p>
5	<p>Basic number facts</p> <p>Knowledge of times tables is lower for pupils eligible for Pupil Premium than for other pupils this is especially evident in the Year 3 and 4 cohort.</p> <p>At the end of Year 1, last year, 3/7 pupils who were eligible for Pupil Premium could confidently count to and across 100, forwards and backwards from any number.</p>
6	<p>Progress for pupils working at the expected standard in Writing at the end of Key Stage 2</p> <p>EXS pupils for Writing, who are eligible for Pupil Premium are not always making the same amount of progress as other EXS pupils for Writing consistently at the end of Key Stage 2.</p>
7	<p>Attendance and Punctuality issues</p> <p>Last year there was a difference between persistent absentees who were eligible for Pupil Premium and other persistent absentees.</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
<p>Higher rates of progress across EYFS especially in understanding, listening and attention especially in the following KPIs: Maintains attention, concentrates and sits quietly during appropriate activity and listens attentively in a range of situations (ELG).</p>	<p>Pupils identified as Pupil Premium make as much progress as non-PP peers across EYFS and those who are identified as Low Prior Attaining make accelerated progress. Progress will be visible in learning walks, lesson observations and in learning journeys.</p> <p>The amount of pupils who are GLD by the end of Reception will be in line or above non-PP pupils nationally.</p> <p>During observations, pupils will be observed to be concentrating and listening attentively. By the end of EYFS, all PP pupils will have achieved these KPIs unless an SEND need has been identified.</p>
<p>Needs of all pupils requiring additional support are met through the graduated approach, as outlined in the primary phase information report.</p>	<p>A SENCo for primary phase is appointed who is responsible for pupils who are eligible for pupil premium Early Years – Y6, who require additional support at any level.</p> <p>All pupils on SEN register who are eligible for pupil premium make good or better progress from their starting points.</p> <p>Through learning walks and lesson observations, all pupils with SEN who are eligible for pupil premium have their needs met through Quality First Teaching or through strategies and tools identified by specialist advice.</p> <p>Graduated approach is implemented and understood by all members of staff. This is evident from pupils with high needs SEN being successfully applying for an EHC.</p> <p>Through early identification, pupils who are eligible for pupil premium will also have any additional needs identified early and appropriate support put in place.</p>

<p>Pupil eligible for Pupil Premium to maintain positive attitudes to reading and to develop pleasure in Reading especially for poetry.</p>	<p>100% of pupils eligible for Pupil Premium will achieve these two KPIs from Year 1 to Year 6 unless there is a SEN need causing a barrier to reaching potential.</p> <p>All disadvantaged pupils will read regularly at home and in pupil conferencing pupils eligible for Pupil Premium will talk about a love or interest for reading.</p> <p>100% of parents of disadvantaged pupils will read with their children at home 3 times a week and engage with a book everyday.</p> <p>All disadvantaged pupils will make expected progress in reading and will achieve in line or above ARE, unless there is a SEN need causing a barrier to reaching ARE.</p>
<p>Pupils eligible for Pupil Premium will know their times tables to 12x12 fluently by the end of Year 4.</p>	<p>When tested at the end of Year 4, disadvantaged pupils will know their tables to 12x12 fluently. At the end of Year 1, all disadvantaged pupils will have achieved the KPI: confidently count to and across 100, forwards and backwards for any given number.</p>
<p>High rates of progress across KS1 and KS2 for expected standard pupils eligible for Pupil Premium.</p>	<p>Disadvantaged pupils identified as expected standard in KS1 or met GLD in EYFS will make as much progress as other pupils being identified as EXS/met GLD. This will be measured by Teacher Assessment in Year 1,3,4, and 5 and moderated by SLT and the Trust. Evidence of longer pieces of independent writing will be evident in pupils' books and pupils identified for pupil conferencing and pre/post teaching sessions. Our disadvantaged pupils will achieve the expected standard in Reading, Writing and Maths at the end of KS2 but especially in Writing.</p>
<p>Increased parental engagement and support from home.</p>	<p>All disadvantaged pupils will read at home 3 times a week, and engage with a book every day.</p>

<p>Increased attendance rates and punctuality for pupils eligible for Pupil Premium.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP in the primary phase (<4% pupils).</p> <p>Overall PP in the primary phase attendance continues to be above 95% and reaches 98.5%.</p> <p>Reduce the number of PP pupils in the primary phase late to school (<9 pupils).</p>
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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: £119,851

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality First Teaching	Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Using your Pupil Premium	1,2,3,4,5,6
Visible Learning training undertaken by senior leaders, visible learning coaches and all class teachers.	All staff to attend and complete Visible Learning training. This will be evident through developing Collective teacher Efficacy (CTE) which is the belief of teachers in their ability to positively affect students. CTE has been found to be strongly, positively correlated with student achievement.	1,2,3,4,5,6

<p>Additional adults in EYFS ensuring there is a sharp focus on children acquiring a wide vocabulary and communicating effectively.</p>	<p>The 'Closing the Attainment Gap' document produced by EEF shows that targeted small groups and 1:1 intervention have been shown to have the largest potential for immediate impact on attainment. The EEF document 'Preparing for Literacy' recommends that High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years Adults have a vital role to play in modelling effective language and communication and language provides the foundation of thinking and learning and should be prioritised.</p>	<p>1</p>
<p>Additional adults in year 6 ensuring teaching is enhanced, particularly in writing.</p>	<p>The 'Making Best Use of Teaching Assistants' document produced by EEF shows that when directed strategically, Teaching Assistants can have a positive impact on pupils' progress. In particular, in additional Year 6 Teaching Assistants will be deployed to: Support pupils develop independent learning skills and manage their own learning.</p> <p>Deliver high quality one-to-one and small group using structured interventions</p> <p>Support pupils all disadvantaged from all ability groups.</p>	<p>6</p>

<p>Key Stage 1 & 2 curriculum and resources</p>	<p>The Curriculum Leader will undergo a national qualification (NPQ level) to ensure the Millbay curriculum meets the needs of all learners at Millbay, including pupils eligible for pupil premium.</p> <p>All pupils eligible for pupil premium will access a curriculum that will focus on the core subjects, on the humanities and languages, and on developing a competence in and love of the arts. Fostering independence, problem-solving and creative thinking underpins our pedagogical approach. CPD for all staff will ensure that inclusive strategies are utilised in every session to ensure all pupils, eligible for pupils premium, needs are met. This will be evident through learning walk, book looks and collecting pupil voice.</p> <p>All pupils, eligible for pupil premium will access wider curriculum opportunities and this includes our vision for all children to explore and be curious about themselves and the world around them. Extra-curricular clubs, educational visits, launch/landing days will all be accessible to pupils who are eligible for pupil premium.</p> <p>Tools such as redeveloped knowledge organisers, sequential sessions which follow the principles of Rosenshine’s approach to learning and pre-teach sessions will result in pupils who are eligible for pupil premium being able to build upon previous knowledge and successfully articulate their learning.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading comprehension strategies (Reading Masters, Read Write Inc and DEAR)	<p>The EEF shows on average, reading comprehension approaches deliver an additional six months' progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	4
Academic Mentor and Tuition	<p>In the EEF, there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	4-6
Times Table Rock Stars and numeracy resources	<p>Research on Rosenshine's Principles of Instruction and Willingham's fluency and drilling show that students' confidence and fluency will improve through independent practice as children will need to retrieve the number facts from their long term memory whilst playing this game.</p>	5

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

Budgeted cost: £29,936

Activity	Evidence that supports this approach	Challenge number(s) addressed
Multi Agency Support Team (MAST)	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year. When behaviour needs cannot be met at an universal or targeted level and the school has followed the Graduated Approach, specialist advice and services can be sought from the MAST team including support at TAMs and EHATS, therapy services and family support for boundaries and appropriate chastisement.	8,9
SENCo	<p>Two of the key priorities for the SENCo will be to establish and manage SEN throughout the Academy using the Graduated Approach and to focus on the early identification of SEN in pupils at the Academy. Both aims are stated in the Code of Practice (2015) and strategies to achieve them are taken from NASEN.</p> <p>Currently 1 pupil on the SEN register who qualifies for pupil premium has an EHC. This does not reflect the current level of need. Appointing a SENCo solely for the primary phase should address the gap between the level of EHCs and the current level of need.</p> <p>Pupils with SEN who are eligible for pupil premium show progress</p>	1, 2, 3, 6

	rates in line with national average at the end of KS2.	
Extra-curricular activities and curriculum enrichment	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances.</p> <p>“Intelligence plus character-that is the goal of true education.” — Martin Luther King, Jr.</p> <p>At Millbay Academy (primary phase) we aim to build cultural capital, therefore pupils not only need knowledge, they also need attitudes, tastes, values and language. Pupils need access to experiences to enable them to accumulate these skills.</p>	9
Breakfast Club, early morning support	Evaluation from the EEF found that in schools where there are free of charge, universally provided breakfast, before school, there was an average of 2 months’ additional progress for pupils in Key Stage 1. Schools that had a Breakfast Club also saw improved attendance.	4, 5

Total budgeted cost Primary: £162,697

Part A: Pupil premium strategy plan - Secondary

Statement of intent

The Millbay Academy Pupil Premium Strategy sets out a three-tiered approach to pupil premium spending, balancing approaches to **improving teaching, targeted academic support, and wider strategies (EEF)**. The activities and expenditure are supported by evidence drawn from within our specific and unique context, as well as drawing on a wide range of research in order to maximise the impact, striving towards contextually disadvantaged students achieving outcomes in line with their peers, or better; we strongly believe that *every* student matters and every moment counts, none more so than for those young people starting with a disadvantage to their peers.

Broad evidence shows that the COVID-19 pandemic has disproportionately affected disadvantaged pupils. Significant hours of access to a full curriculum have been lost or interrupted and we know that, for many, consistency and the environment for home working has not been sufficient to ensure continuity and progress. This highlights the importance of attending and sustaining high-quality face to face teaching & learning.

The Millbay Academy Pupil Premium strategy is drafted with the intent to address the inconsistencies experienced by disadvantaged students through this period of uncertainty, and with a forward looking, long-term path out of it. Strategy objectives are written to reinstate routines and balance where disruption has occurred. Evidence shows that for many, school attendance requires a recalibration, with the habits of regular attendance needing to be developed, including rebuilding an academic resilience damaged by the mixed experiences of remote or blended learning. Strong attendance combined with high quality teaching are the foundation blocks necessary to lay the platform that enables the greatest possible impact from other objectives; if disadvantaged students continue with interrupted attendance, other initiatives and expenditure will not be afforded the traction to work.

We know that household incomes have been affected over the past year and that this has disproportionately negatively affected already disadvantaged families. The impact of this on young people is wide and varied. Engagement in extracurricular or non-school based leisure activity has fallen through availability (reduced capacity; closed venues) as well as through financial barriers. It is true that even coming to school incurs cost, from school uniform to accessing curriculum enrichment residentials and trips - fundamental to the sense of belonging that promotes positive engagement, mental and physical health. Our pupils identify their Mental Health & Wellbeing and Positive Relationships as their most pressing concerns. It is vital that our Pupil Premium Strategy ensures equitable access to all areas of school life so that no

student experiences finance as a barrier to accessing these keystones in their education, in line with their peers.

Challenges

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

Challenge number	Detail of challenge
1	<i>Pupil premium attendance: academic year 2020/21 PP 86.2%, Non PP 92.7% (PP boys 87.5%, PP girls 84.9%); On average, pupil premium students were in school over two weeks less than their non-PP peers, compounding COVID19 interruptions experienced by all.</i>
2	<i>Behaviour: comprising 52% of the secondary cohort, PP made up 60% overall students receiving internal exclusions, 69% of the total lost hours to classroom learning during 2020/21 (excluding COVID-related closures). Not only did a greater percentage of PP students receive IE, they were likely to be removed from class for longer (cumulative hours).</i>
3	<i>The progress GAP for Pupil Premium students overall remains negative compared to their peers (-1.34). Post-COVID analysis, different and complex pictures between year groups with regard to progress in English are apparent; one broad approach to PP spending may not be appropriate.</i>
4	<i>Access to extracurricular activity and curriculum enrichment activity has been significantly hindered by COVID-19. Research shows a disproportionate impact on disadvantaged students, who have been less likely to take part since returning.</i>
5	<i>Sustained culture of pride and resilience, maintaining standards - student aspiration and belief, the essential building blocks for the academic resilience required by a broad, balanced and rich curriculum.</i>

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
Attendance improves significantly for disadvantaged students, with a particular progress on persistent absenteeism.	<i>Attendance for disadvantaged pupils will be in line with the national picture (or better). Homework clubs and 'Session 6' are well attended by PP students Year group analysis and plans ensure bespoke and appropriate provision</i>

	<i>Proactive communication with families is in place for every case of concern.</i>
Pupils achieve good and better progress and outcome targets with specific support for Pupil Premium and SEN students.	<i>Progress 8 for All =0 SEN/PP= National Average Action Plans include reference to, and provision for:</i> <ul style="list-style-type: none"> ● <i>Strategies to tackle disadvantage</i> ● <i>Analysis of vulnerable groups</i> <i>An effective CPD programme</i>
Hours of <i>high quality teaching</i> lost to behaviour consequences are reduced.	Internal exclusions reduce and do not disproportionately impact on PP Reduction in FTE Work carried out in Internal Exclusion <i>contributes</i> to progress in lessons
All PP students are actively enabled in their access to extracurricular and curriculum enrichment activities, and barriers are addressed.	Cost barriers for trips and visits are reduced. Staff organising trips consider PP relevance and outcomes in their planning.
Every member of the school community takes pride and experiences a sense of belonging as part of the school community, without perceived exclusion.	Uniform is consistently maintained Student successes are celebrated Increased attendance at school events such as open evenings and parent meetings.

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: £113,629

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key staff trained in literacy and numeracy strategies (concrete, pictorial and abstract) by specialists. This	As an example, our externally verified 'No More Marking' English data insights show that in Y8, against national figures, the cohort remains below the national average. However, progress in writing has been strong, particularly for girls and PP pupils -	3

<p>training is shared with all teachers in the English and maths departments, including those in the Progress Support Centre.</p> <p>Setting up the literacy and numeracy learning hub to include collaboration across the all-through school. This is to include establishing a formal school library system.</p>	<p>significantly above the national average for both groups, which is working to close the gap pupils had on entry to Year 7. For boys, this is widening.</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class (EEF)</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. (EEF)</p> <p>Visible Learning Meta-X shows that 'Exposure to Reading' presents an effect size of (+0.43). Where technology may be offered as a cost-effective route to accessing reading, comparative research analysis (summarised through 'Technology in Reading') shows a positive but significantly lower effect size of +0.29. Therefore, we shall still pursue establishing a formal library. Parent feedback has also highlighted this as an area for development and welcomed investment, encouraging 'reading for pleasure', above and beyond the learning of technical reading strategies.</p>	
<p>Home Learning access and support such as Dr Frost Maths, Sparx and Bedrock Vocabulary, including 'extended day' sessions</p>	<p>School-based evidence has shown that vocabulary remains a significant barrier to disadvantaged students across cohorts from point of entry, right through to accessing formal examination material. The direct teaching of vocabulary, as evidenced by the Plymouth Oracy Project, has been shown to have a high impact on students from disadvantaged students - Bedrock Vocabulary stands to address this. Furthermore, the use of blended</p>	3
<p>Targeted use of the teaching assistants within the teaching in</p>	<p>The EEF summarises that targeted deployment, where teaching assistants are trained to deliver an intervention to small</p>	3

<p>the classroom through clear CPD and support. Any CPD bursary will require an evidence and analysis-based proposal with a specific requirement for impacting disadvantaged pupils.</p>	<p>groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. However, <i>“In the most positive examples, it is likely that support and training will have been provided for both teachers and teaching assistants so that they understand how to work together effectively, such as by making time for discussion before and after lessons.”</i></p> <p>School-based evidence over the past has proven the function of our Progress Support Centre in targeting support to areas of identified need. It is intended that developing a synergy between the extraction model and the class-based deployment of TAs, through CPD as well as active collaboration, will increase positive progress effects for disadvantaged students.</p>	
<p>Visible Learning CPD for all staff, with a specific focus on improving feedback.</p>	<p>The EEF evidence supports ‘feedback’ as a very high impact for low cost (up to an additional 5 months progress in a year, in secondary). Within this Pupil Premium Strategy, the funding constitutes investment in an intensive training programme over this academic year towards Visible Learning (<i>Hattie</i>), with a particular focus on developing middle leadership. Therefore, the effects should create a legacy that can be sustained over future years allowing a redirection of funding later, once established.</p> <p>Visible Learning, being driven by meta-analysis, formalises an evidence-based approach across the teaching and learning team, ensuring that research drives our collective and individual T&L strategies.</p>	<p>3</p>

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

Budgeted cost: £137,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain the use, and improve the effectiveness, of the progress support centres within school in Key Stage 3 and Key Stage 4.</p>	<p>The Education Endowment Foundation (EEF) states that, “the average impact of the small group tuition is four additional months’ progress, on average, over the course of a year” and that, “small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support”. In addition, it goes without saying that providing training to the staff that deliver small group support is likely to increase impact.</p>	<p>3</p>
<p>Introduce academic “Keep-Up” small-group teaching role alongside Removal Room as part of restorative behaviour practices.</p>	<p>Our internal data shows a disproportionate weighting towards Pupil Premium for those students attending internal exclusion. Compounding this, where the PP gap is evident, those students who have prior low attainment, which can often drive poor behaviour choices, become further disadvantaged. Without the academic intervention and investment in addressing gaps, we have seen their distance from the curriculum increase, and the emergence of detachment behaviours that result in a perpetual loop of punitive behaviour consequences (however necessary to reduce disruption to learning of others) - the gap widens further and with that goes aspiration and academic resilience</p>	<p>3, 2</p>
<p>1:1 academic tutoring and homework clubs - extended school day.</p> <p>Digital support assigned on a case by case basis, reducing</p>	<p>Visible Learning Meta-X reports homework as ‘likely to have a positive impact’ (+0.28). This is weighted towards Secondary-age students, where the impact is closer to 0.4. We know, through insights gained during periods of school closure due to COVID-19 social distancing measures, that the home environment varies greatly across children, particularly those from disadvantaged backgrounds. The effect size of homes where the support and a conducive environment is</p>	<p>3, 1</p>

<p>barriers to access for tutoring/homework/remote learning.</p>	<p>available is significant - +0.52 - meaning that, without intervention, the gap between disadvantaged and non-disadvantaged students is likely to widen. Therefore, the allocation of funding towards this provision, with monitoring in place to review attendance and impact on disadvantaged students will be important. It is our aim that providing the space for extended consolidation work, supported by appropriately trained staff, will ensure in particular that those young people who have barriers experienced by their home environment's appropriateness for study, will receive support to address that disparity from their non-disadvantaged peers.</p> <p>1:1 tutoring will be delivered in order to address compounded gaps created by COVID-19 interruptions to face-to-face provision. Particularly focus on GCSE classes where students have had low prior engagement in remote learning and/or hindered progress. We have rich and detailed data available to us with regard to the two areas above in order to be able to direct the resource to need.</p> <p>In order to ensure all barriers to access are addressed, a proportion of funding will be assigned to support with technology in order that no pupils are disadvantaged by lack of appropriate access to digital learning tools outside of the classroom.</p>	
<p>Employing external agency professional support through the MAST referral system.</p>	<p>Millbay Academy's pastoral team and SEND team have been working in collaboration with the safeguarding and Heads of Key Stage to form an internal review system. Students are discussed and agreed direction of travel is minuted for ongoing review. Internal tracking, and current referrals for support, show an area for further opportunity in developing CPD for staff within our graduated approach to inclusion. Furthermore, opportunity to employ outside agency and professional support for students where the needs are beyond our universal and targeted offer.</p>	<p>2, 5</p>

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

Budgeted cost: £42,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Officer & Mentoring Programme, including family engagement.	Our internal exclusion data shows a decrease over the past year, but a sustained requirement for this role function - particularly notable for PP students. It must be remembered that this is in place in order to reduce incidents of fixed term exclusion, as also to enable our restorative practices, which are what will ultimately support the behavioural changes over time.	2, 5
Behaviour & Attitudes CPD	The EEF states the highest impact from interventions that focus on self-management and role-play, improving cognitive and social skills.	2, 5
Parental involvement through Family Liaison in order to address attendance concerns <i>earlier</i> - Broken weeks and/or continued absence	<p>We have a pressing concern with persistent absenteeism (those < 90%). Through COVID19 interruptions but also carrying in to full school return, our students' access to the curriculum through regular school attendance is, in a significant number of cases, inconsistent and unsustainable.</p> <p>Furthermore, capacity within the current protective team is fully absorbed by cases at a high level, including full use of the local authority Education Welfare Officer service. Much work is needed in engaging our families at or just below the PA threshold. Family circumstances are diverse and complex, and require considerable investigation, understanding and support. This role function will ensure the Academy can offer proactive rather than solely reactive and punitive intervention, affecting sustained change.</p>	1
Education Welfare Officer	It is essential that the school receives external support from the local authority in maintaining accountability structures for good school attendance in line with legal frameworks. Autumn term data shows that within the high-level cases currently live with Education Welfare Officer, approximately 60% are showing a positive recent attendance trend. Where this is not the case, further formal action is underway.	1

<p>Parent Meetings software to increase parental engagement with student progress.</p>	<p>This software has been trialled through the previous term, with parental engagement and attendance to meetings increasing to 75%. Feedback from staff and parents has been positive. Breaking down barriers to attendance such as childcare commitments or transport, this also reduces teacher workload in administration, allowing redirection of time to following up where home-school communication is lacking. We would expect to see incremental increases in participation over the current strategy period, improving feedback on pupil progress home and engaging parental support in the student's next steps.</p>	<p>1, 3</p>
<p>Uniform subsidy for PP students where risk is identified, including <i>all</i> Y7s at enrollment.</p>	<p>Updated guidance on the implementation of school uniform across schools in England has been drafted to ensure that policies do not impose additional financial strain on children from disadvantaged backgrounds. School budget expenditure over the past year has confirmed the ongoing need of families for support in order that <i>all</i> of our pupils have equitable access to this compulsory aspect of school life. Positive uniform consistency has been noted through SIP and monitoring visits, and pupil voice has reported that it contributes to a positive sense of belonging and aspiration. Therefore, an emergency bursary should be maintained.</p>	<p>5</p>
<p>Trips and visits/direct curriculum costs/extra-curricular clubs subsidy to be applied for on a case-by-case basis by academic leads</p>	<p>For the focus of our YEF-funded project between 2019-21 we initially chose our transition groups as nationally it has been recognised that this key transition stage (primary to secondary) results in significant drops in attendance, increased exclusions and poorer achievement especially for those children with identified extra levels of vulnerability; amplified by decreased contact between teachers and parents. And, because of Covid-19 our concern for this vulnerable group has grown. Through the implementation of this project work, we have further identified a much wider group for whom access to aspirational extra-curricular activity, as well as curriculum enhancement activities designed to increase cultural capital, is of necessary focus. The maintains equity to these experiences that may incur costs, bringing barriers to access down for</p>	<p>4</p>

	<p>all (increasing opportunities available) and targeting support to some (those who may otherwise miss out).</p> <p>In addition to trips and visits, we know that the imposed costs of curriculum areas where additional resources are required, such as Food Technology, can cause a disparity to access. We therefore intend to direct PP funding towards reducing the financial impact on families. This will strive to ensure that finances are mitigated as a barrier to students from disadvantaged backgrounds taking up these creative courses and thus narrowing the breadth of their curriculum experience, particularly at KS4. The same principle can be extrapolated for access to peripatetic music tuition. In addition, there will be a reserve subsidy to contribute to the upkeep and upgrade of sports equipment in order to ensure on-site provision for extra curricular activity is maintained, particularly with interruptions in access to external providers due to C19 risk assessment barriers.</p>	
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Total budgeted cost: £294,085

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.

	Intended Outcomes	Success Criteria	Impact and Lessons Learnt
A.	Progress of PP students to continue to improve in line with national	<p>At KS2 progress scores for PP students move in line with non PP students in the school for reading and mathematics.</p> <p>At KS4 progress score for PP students move in line with non PP students in the school for Progress 8</p>	<p>Progress for PP students in KS4 remains disproportionate to progress of their non-PP peers. Further targeted work required to ensure interventions are accessed fully by this group. Issues and disadvantages in circumstances have been exacerbated by the COVID19 pandemic. Recovery funding must be carefully channeled to counter this.</p>
A.	High quality teaching and learning maximises the achievement of Pupil premium students through appropriate data driven planning and delivery.	<p>Students eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all students eligible for Pupil Premium are making positive progress.</p> <p>Mobility rates decrease within school.</p>	<p>Mobility remains high across the city. This work is to be monitored along with colleagues through the Plymouth Learning Partnership.</p> <p>The journey of the Academy over recent academic years has expectedly impacted pupil mobility. Data shows a positive trend in pupil numbers, particularly in Secondary. However, this does present its challenges</p>

			<p>in maintaining a consistent culture, stability and maintaining a complete view of need in terms of interventions included in this Strategy paper.</p> <p>The Pupil Premium GAP since figures published in 2019 remains significant (-1.34 from -1.4) and must be spotlighted in order to bring closer to national benchmarks of -0.4. It is relevant to note that widely published data around the disproportionate impact of COVID19 school closures on disadvantaged pupils may skew these figures and inhibit progress that may have otherwise been achieved.</p>
A.	<p>Parents engage with all aspects of students' learning, are supported in assisting the students' independent learning and are proactive towards communication with the Academy.</p>	<p>All parents should be actively involved in their son / daughter's learning, resulting in improved pupil outcomes.</p>	<p>Successful implementation of 'School Cloud' has seen positive feedback from staff and parents. It has also seen parent attendance at academic review meetings move from an estimated 60% to an evidenced ~75%</p> <p>Homework consistency has improved and the use of online tools to support has shown further improved engagement on the previous year. Homework policy should be reviewed in order to secure these discrete improvements</p>

			across the curriculum and across all year groups.
E	Increased attendance rates for students eligible for PP and a reduction in the exclusion rates for PP students.	Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below. Overall attendance among students eligible for PP improves to 96% in line with 'other' pupils and rate of exclusion for PP students decreases.	For the second subsequent year, attendance data tracking has been marred by the impact of COVID-related absenteeism. School persistent absence data (PA) has been broadly in line or just below the national picture and we have monitored in line with DfE statistics to this effect. However, what is not so clear is the breakdown of these absences against the national picture. We <i>have</i> observed that positive attendance habits and culture have been affected for wide and varied reasons and we must work hard to address this going forward with the 2021/22 allocation.

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)
Extra classes timetabled for English and Maths with reduced class sizes	Progress of PP students to exceed or at least matches that of	Secondary English developed nurture group (max 12 pupils) provision for a fully co-teachable curriculum that meets the needs of identified pupils. Recruited a specialist HLTA with the appropriate	The intended action has been applied in a more dynamic approach than the proposed permanent addition of classes/reduction of class sizes. This better aligns with previously cited research from

for low band students in English and Maths	non-PP students in the Academy.	background in practice and training to raise progress with this group, of which 80% are also PP. Close monitoring of impact shows progress is strong.	Sutton Trust and EEF, and has allowed middle leaders the autonomy to respond to an ongoing data picture, rather than fix provision, limiting flexibility. This is of further significance due to the workforce challenges currently facing schools; maintaining this capacity to target provision is vital for 2021/22 allocation
Key staff trained in literacy and numeracy strategies (concrete, pictorial and abstract) by specialists. This training is shared with all teachers in the English and maths departments . Setting up the literacy and numeracy learning hub.	Improved teaching of low attaining pupil premium students by English and maths teachers so that progress of low ability PP students to exceed or match those of non-PP students.	Secondary Disciplinary Literacy (DL) training undertaken. However, implementation has been paused to allow for Visible Learning roll out across the school and the Trust. Training needs have been identified for secondary. Literacy boxes with a range of scaffolds created for all specialists.	Needs further time for implementation and is a core area of need that is neither new, nor going away. Where there are multiple and distinct programmes or initiatives underway, it will be vital that leaders have a rigorous and robust understanding of how the programmes can supplement each other. A review and mapping of these should be undertaken. Next steps: synchronise Disciplinary Literacy implementation plan with overarching Visible Learning implementation plan, with spotlight on feedback with low attaining pupil premium students.
Embedded use of the progress support centres	Improve the curriculum offer for those pupil	Effective supplement for students attending Alternative Provision to their full GCSE course.	Secure and well structured provision now in place through. Further refinement required over 2021/22 to ensure that

<p>(PSC) within school in Key Stage 3 and Key Stage 4.</p> <p>Targeted use of the teaching assistants within the teaching in the classroom through clear CPD and support,</p>	<p>Premium students who on entry to the school need an specialised curriculum in years 7,8 and 9 in order to make progress due to their very low attainment at key stage 2. This is for all subjects.</p>	<p>Utilised well to support students back in to school - those with acute social and emotional barriers which are otherwise affecting school attendance.</p> <p>English, Maths and Science are delivered once a day by HLTA and qualified teachers with a ratio of 1:5. The level of support provided allows students to access the work with a higher level of teacher-led support.</p> <p>We can evidence an increase in attendance for all students who are solely allocated to the PSC and/or have agreed sessions with their peers. This figure equates to ~90%. Our data also indicates that students who are on a bespoke timetable and have allocated time slots in the PSC show a positive impact upon their academic behaviour and attendance figures.</p>	<p>learning content for the PSC groups closely supplements curriculum coverage for main class groups, ensuring that that extraction method <i>enhances</i> what is being delivered elsewhere.</p> <p>Further development of specialisms within the support staff team through appropriate and high quality Teaching & Learning CPD.</p> <p>Although the PSC was initially targeted at underperforming students at KS4 level, it became apparent that the level of complex needs within the school, linked to socio-economic factors, high-level in-year admission and most notably the effects of the pandemic led to the evolution and adaptation of the Progress Centre to target and work with a group of students from Y7-Y11 ranging from reduced timetable agreements, to alternative provision and bespoke timetable students.</p> <p>Most notable we have come to understand the challenges and barriers impacting our young people and through this centre, we have been able to delve deeper into these barriers and look at agreed ways to move forward, some through reasonable adjustments made</p>
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			in school but a high percentage through professional referrals to seek outside agency support to work with young people and families
To provide an alternative provision within our curriculum offer for Year 10 and Year 11 students which will support the skills, knowledge, attitude and aspiration to successfully transition into post 16 education.	No NEET's for both Year 10 and Year 11 students. Above 95% attendance in school. 50% of Year 11 students achieve the 4+ in English and Maths and to undertake a level 3 qualification at college.	98.9% of 2020/21 Years 11s secured a post-16 transition. 100% students engaged in alternative provision secured a post-16 transition. [Attendance performance indicator nulled by impact of COVID interruptions]. 56% Pupil achieved 4+ in English <u>and</u> Maths. The GAP between Pupil Premium students and their non-Pupil Premium students remains high. However, recent Autumn term data shows an improvement in many areas, with, in some areas such as Maths, PP students outperform their non-PP peers.	Potential for slight reduction in this budget area due to elapsed impact of previous curriculum amendments (for Progress 8 compliance). Collaboration with alternative provision partners within the city has been received well by parents. However, the number of providers remains narrow and therefore the offer limited. IN order for the alternative offer to be targeted most appropriately towards need, additional providers should be audited. Seeking of Progress 8 compliant courses will also be included in this development, contributing more closely to the suite of subjects studied within the Academy. Use of the Progress Support Centre and 'Session 6's should be impact assured to include data around access for performance groups (e.g. Pupil Premium)
Literacy In Primary: Introduction into phonic program	Improve literacy and numeracy of students	'No More Marking' comparative judgement has been used to baseline all KS3 pupils' writing age against national indicators, providing	Literacy Learning HUB is not yet formally underway but foundation work has been completed. Hindered by

<p>(Read, Write, Inc) and reading programme rising stars and reading champions In Secondary Bedrock vocabulary program to support closing the word gap. Literacy Learning Hub in place to embed the seven recommendations from the EEF report on developing literacy across the school and literacy plan</p>	<p>who have not achieved the expected standard at KS2 in year 7, at KS1 in year 3 and GLD at Year 1.</p>	<p>effective data to underpin curriculum planning. No more Marking Y8 data (compared to 2020 cohort data): PP Pupils have made 5 months progress above the national average for this year group. They are on average 3 months behind peers nationally. NMM Y9: *PP and Boys are working at a significantly lower writing age than non pp and girls. Within the same cohort, there is a 2 year difference. Against national figures, there is a 2 year gap. Millbay Academy has joined the EEF underpinned Disciplinary Literacy programme via the research schools network. An internal audit of disciplinary literacy across the curriculum has highlighted gaps in understanding of DL, literacy strategies, barriers to curriculum access and staff training. DL Implementation of DL has been slowed to ensure effective VL implementation. BEdrock completion significantly improved and impact improved, with greatest impact for PP/ EAL</p>	<p>interruptions to provision over the previous year.</p> <p>Next step - to create an implementation team and provide DL CPD.</p> <p><i>Synchronise Disciplinary Literacy implementation plan with overarching Visible Learning implementation plan, with spotlight on feedback with low attaining pupil premium students.</i></p> <p>Bedrock to be continued as impact measures are positive. Now to be maintained and embedded.</p>
<p>Students are given more personal</p>	<p>Improved progress for</p>	<p>Middle leaders have developed a parallel assessment framework to</p>	<p>Requires more robust monitoring in order to ensure</p>

<p>numeracy tuition. Regular testing improves the quality of feedback and allows us to chart student progress to ensure it is in line with national expectations . Renewed focus on mastery of the fundamentals of maths following training.</p>	<p>Pupil Progress students in years 9-11 in Maths.</p>	<p>enable us to identify those in need of intervention and to make sure students were in the correct sets. After school support has been running with good attendance for KS3 in particular, where increased tuition has been taking place.</p>	<p>that the students most in need are in receipt of the intervention.</p> <p>Implementation of <i>Visible Learning</i> fully through Middle Leaders as <i>Impact Coaches</i>, required in order to ensure robust feedback loop is in place to secure a detailed progress and impact picture.</p>
<p>Staff training of Maths department by GCSE examiners and outside support in order to improve teacher's feedback to students and their attainment and progress in Maths.</p>	<p>Improved progress for Pupil Progress students in years 9-11 in Maths.</p>	<p>Two lead teachers trained as exam markers and lead the teaching of year 11. Hosted a training day for the department working through moderated exam papers</p> <p>64.4% of Year 11 pupils achieved grade 9-4 in Maths; Progress 8 scores overall = -0.24, an improvement from -1.2 derived from previous TAGs</p>	<p>Not necessary to carry this direct funded action . However, the work that has been initiated should be continued and embedded through a holistic approach to <i>Impact Coaching</i> and Middle Leadership development (<i>Visible Learning</i>)</p> <p>Collaboration and moderation with other experienced settings required.</p>

<p>Implement the session 6 sessions after school for Year 11 To provide the targeted interventions for PP students in small groups. Provide the revision and exam skills needed to be successful. Revision guides for core subjects and revision skills. Equipment needed to work at home and virtually.</p>	<p>Close gaps in knowledge from the lockdown in March so targeted Year 11 students can be successful in their Year 11 exams</p>	<p>Session 6 running, with targeted groups and layered provision for impact. Due to C-19 and related staff /student absence these have not been well attended. Revision guides provided to PP students. Revision skills embedded in Y11 sessions.</p>	<p>Programme of raising the profile and visibility of these sessions is required in order to maximise impact, particularly targeting those who have not previously attended. Tutor and school-home coms/ parent meetings to build wider engagement.</p> <p>In line with focus areas around wider school attendance, we must ensure greater expectations linked to attendance at Session 6</p> <p>This would benefit from aligning with Recovery Premium funding, building a stronger, more visible provision.</p>
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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
Visible Learning	Osiris

Further information (optional)

Reach South Academy Trust has previously secured funding to ensure that new Year 7 children starting school at Millbay Academy in September benefit from an additional cash injection that will fund one-to-one tutoring for 120 children. Funded by national charity, the Youth Endowment Fund, the programme will see long-lasting tutoring arrangements that will support children starting secondary school, helping ease that transition.

We are targeting approximately 120 children (aged 10 – 12-year-old). The Youth Endowment Fund is particularly concerned to make sure that their grant is targeted at young people from our community at risk of being drawn into crime and violence. For the focus of this project we chose our year 6 to 7 transitions group as nationally it has been recognised that this key transition stage results in significant drops in attendance, increased exclusions and poorer achievement especially for those children with identified extra levels of vulnerability; amplified by decreased contact between teachers and parents. And, because of Covid-19 our concern for this vulnerable group has grown. However, this project is not limited to Y7 students, and is facilitating intervention with a number of students from other secondary year groups, with particular attention to those from disadvantaged backgrounds and those at risk of exclusion from extra-curricular activity, or otherwise deemed at risk, where access to the intended participation may be limited.

We are targeting young people identified as vulnerable before, during & after their transition from year 6 to year 7 as we seek to support & empower them to navigate successfully through from the range of risky situations that may arise at different times during their adolescence

The key to success will be the role of the School Tutor/Mentor creating time to explore motivations & barriers to success, help in setting goals and space to develop self-efficacy.

The funding actions cover the cost of tutors who are providing bespoke support and guidance to the pupils and their parents. This includes the fixed-term employment of a designated Youth Endowment Fund Outreach Officer.

For the Youth Endowment Fund project, we are partnering with University of Exeter to support associated staff CPD.