

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	544
Proportion (%) of pupil premium eligible pupils	55.6%
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	December 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Jason Trevarthen
Pupil premium lead	Matthew Bisco
Governor / Trustee lead	Nick Buckland

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£326,213

Recovery premium funding allocation this academic year	£71,668
Pupil premium funding carried forward from previous years	£0
Catch up funding carried forward from previous year	£0
<b>Total budget for this academic year</b>	<b>£397,881</b>

## Part A: Pupil premium strategy plan - Primary

### Statement of intent

Millbay Academy 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 also have five key values we aspire to instil into every pupil and which underpin everything: respect, responsibility, courage, curiosity and creativity. The primary phase of Millbay Academy 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 principals. 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><b>Weak Language and Communication skills</b> Most children are working at a Blanks levels 1 or 2 and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to reception. This creates a ‘learning gap’ at a young age which the primary phase of Millbay Academy challenge with robust early intervention.</p>
2	<p><b>Low attainment on entry to the Early Years Foundation Stage in all areas but particularly in Creativity: children know more, so are more confident about coming up with their own ideas.</b> Most children are assessed to be working at Blanks Level 1 or 2 and some show deficits in all language areas that are screened for on entry to Reception. This negatively impacts on the children being able to display confident and independent choices in all areas of the EYFS.</p>
3	<p><b>Achievement in Reading and Writing</b> Achievement in Reading and Writing, across the school, is lower for disadvantaged pupils than others. Whilst there are signs of improvement of progress of disadvantaged pupils across the school, however at the end of KS2, their attainment remains below their non-disadvantaged peers across Reading and Writing.</p>
4	<p><b>Progress and Attainment in Mathematics</b> The progress and attainment of disadvantaged pupils is lower than their non-disadvantaged peers.</p>
5	<p><b>Times Tables Recall</b> 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>
6	<p><b>Social, Emotion and Mental Wellbeing</b> Evidence shows that there are a wide range of Social, Emotional and Mental Health needs across the school, with a significant proportion of these being amongst disadvantaged families.</p>
7	<p><b>Social and Cultural Capital</b> The accumulation of skills and experiences are required within the school needs to improve social and cultural capital and life aspirations of all pupils, particularly those from disadvantaged backgrounds.</p>

8	<p><b>Attendance and Punctuality issues</b></p> <p>Attendance and punctuality are currently a challenge for disadvantaged pupils as they are currently below their non-disadvantaged peers.</p>
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### 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
Improved language and communication skills for pupils eligible for Pupil Premium.	<p>The percentage of disadvantaged pupils that require intensive Speech and Language intervention based on Language Link assessments will fall in line with non-disadvantaged.</p> <p>Children leaving EYFS will be working at a Blanks level 4 unless a SEND need is identified and any language gaps identified in the screening will be closed.</p> <p>During pupil conferencing and lesson observations pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently.</p>
Higher rates of progress across EYFS especially in understanding, listening and attention especially in the following KPIs: Children know more so are confident about coming up with their own ideas.	<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 at least in line non-PP pupils nationally.</p> <p>During observations, pupils will be observed to be taking advantage of well-planned creative opportunities. By the end of EYFS, all PP pupils will have achieved these KPIs unless an SEND need has been identified.</p>
Achievement in Reading and Writing will improve	Progress of disadvantaged groups will continue to be in line or above non disadvantaged pupils.

	The percentage of disadvantaged pupils achieving age related expectation will increase from last year (50%) to at least 68%.
Progress and attainment in Maths will improve	Progress of disadvantaged groups will continue to be in line 6 or above non disadvantaged pupils. The percentage of disadvantaged pupils achieving age related expectation will increase in Maths, aligning with non-disadvantaged pupils.
Pupils eligible for Pupil Premium will know their times tables to 12x12 fluently by the end of Year 4.	When tested at the end of Year 4, Disadvantaged pupils will know their tables to 12x12 fluently, in-line with other pupils.
There will be a reduction in the type of incident where a child may have difficulties in managing their emotions or behaviour.	All disadvantaged pupils and their families are effectively supported at the point of need. <ul style="list-style-type: none"> <li>• Disadvantaged pupils feel safe, happy and secure during all parts of the school day.</li> <li>• All Disadvantaged pupils in EYFS know more, so are confident about coming up with their own ideas.</li> <li>• Disadvantaged pupils approach learning with confidence and take risks in their learning, communicating their learning needs</li> </ul>
Better outcomes for disadvantaged learners and support them to accumulate the skills and experiences needed to improve social capital and life aspirations.	There will be an increased access for disadvantaged pupils for the accumulation of skills and experiences to improve social capital and life aspirations. Pupil conferencing on life aspirations will take place. An 'Aspirations Week' will take place. KS2 secondary destination choices to be well informed. There will be reports on whether these children attend university or further education in the future
Increased attendance rates and punctuality for pupils eligible for Pupil Premium.	Reduce the number of absentee letters sent out by at least 20%. Overall PP attendance continues to be above 95% and reaches 98.5%. Reduce the number of PP pupils late to school. Dedicated Inclusion, Attendance and Welfare Officer

## 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

Budgeted cost: £84,745

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	1-8
Implementing a teaching sequence based on Roshenshine's principals to effective learning across the academy, across the curriculum. This will also be complimented by a programme of robust CPD, where PDMs are built around barriers to high Quality First Teaching to	Many different evidence sources recognise The Principals of Instruction by Barack Roshenshine to be an effective way of explicitly teaching children more so they remember more. For example, Tom Sherrington: Roshenshine's Principals in Action. <a href="https://www.amazon.co.uk/dp/1602620710">Rosenshine's Principles in Action : Tom Sherrington: Amazon.co.uk: Books</a>	2,3,4,5

improve standards across the curriculum.		
Additional adults in EYFS ensuring there is a sharp focus on children acquiring a wide vocabulary and communicating effectively.	The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has 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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a> 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.	2
Additional adults in year 6 ensuring teaching is enhanced, particularly in writing.	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 Deliver high quality one-to-one and small group using structured interventions Support pupils all disadvantaged from all ability groups.	3,4

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

Budgeted cost: £16,596

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase revision materials and additional equipment to ensure all	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.	3,4,5

Disadvantaged pupils can regularly access high quality resources to consolidate learning in the classroom. E.g. Maths Boot Camp, My Maths, Time Tables Rocks Stars		
Implement interventions which supports developing the fluency and reasoning skills in Mathematics	Research on Rosenshine’s Principles of Instruction and Willingham’s fluency and drilling show that students’ confidence and fluency will improve through independent practice. Children will need to retrieve the number facts from their long-term memory. Purposeful practice is also cited as a specific strategy – one which will be planned, delivered and assessed by highly skilled Maths team. <a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a>	5
Speech and Language Therapy	The EEF Toolkit shows that communication and language approaches especially in the early years has high impact for low cost based on extensive research. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a> Last year 20/21 pupils were identified on entry into reception as requiring support from a speech and language therapist. At the end of the year, 68% of all pupils met GLD.	1
Reading comprehension strategies (Reading Masters, Read Write Inc and DEAR)	The EEF shows on average, reading comprehension approaches deliver an additional six months’ progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> 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.	3
Academic Mentor and Tuition	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,	4

	<p>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,973

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 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.	6,8
SENCo	The level of pupils with SEN is in line with national average at the primary phase of Millbay Academy. However the number of pupils identified to require more support than is available through special educational needs support does not reflect the needs of the pupils. A high proportion of pupils with SEN are also eligible for pupil premium funding. 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.	1,2,3,5,6,8

Extra-curricular activities and curriculum enrichment	We aim for all pupils to feel safe and secure during all parts of the school day at the primary phase of Millbay Academy which will in turn improve the social, emotional and mental health for our pupils. Running a nurture group at lunchtime by highly skilled staff, supervised by a play therapist will be part of the strategy to support pupils in the primary phase of Millbay Academy. 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. Both visits and visitors can enhance and deepen knowledge, but only if they are planned and connected to the subject. Visits and visitors can provide opportunities for generating questions, further research and extended writing opportunities. Curriculum enrichment is considered by subject leaders and class teachers to support our pupils to develop the knowledge and skills they need to enable them to understand the world just that little bit better. This avoids standalone visits or missed opportunities for learning. Pupils in the primary phase of Academy need access to experiences to enable them to accumulate these key life skills.	6,7,8
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.	8
Inclusion, Attendance and Welfare Officer	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	

**Total primary budgeted cost: £130,315**

## Part B: Review of outcomes in the previous academic year - Primary

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The main focus of pupil premium spending in the 2021-22 academic year was providing specialist support, training to staff and focused intervention to children with complex SEN needs. There was an exceptional Year Six cohort 2021-22, which had a significantly high number of pupils with complex SEN – the majority of which had their primary need identified as Communication and Interaction. A high proportion of Education Health and Care plans (EHC) were obtained for these pupils and split curriculums were established and delivered to support them. The SENCo played a vital part on ensuring the current needs of the identified pupils were met and also their needs recognised through statutory documents, setting them up for a successful future. Another main focus of last year's strategy was linked to improving the outcomes for our EYFS pupils who demonstrate low attainment on entry. There was a particular focus on understanding, listening and attainment. There was a particularly small cohort at Millbay Academy last year, with a high proportion of pupils identified as English as an Additional Language. While the individual KPI tracking shows there was an improvement in the identified KPI, there was a decrease across GLD. Next year promoting children expressing themselves creatively and making more independent choices will be a priority, aimed at rapid acquisition of language.

The MBHS curriculum was implemented and embedded last year. It is rooted in the mantra that, "Pupils will remember more so they can know more." The MBHS Curriculum is delivered through the Roshenshine Principals of Learning and every lesson is delivered following these key steps to successful learning. The delivery of this curriculum is deliberately planned to lighten the cognitive load for all pupils – allowing them to focus on the key learning points. The curriculum is ambitious, cyclic and covers all the content laid out in the National Curriculum. Pupil voice and attainment data show the newly designed curriculum is having a positive impact across MBHS, particularly with our younger learners. Embedding it across and at the end of Key Stage Two will remain a priority for next year.

There was a whole-school focus on reading at home. The number of Disadvantaged pupils reading at home, fell in line with the number of other pupils reading at home. A new reading at home phone app has been invested in to maintain this positive picture.

There was an increase in the number of Disadvantaged pupils who knew their basic number facts entering Y2 last year. Despite a robust revision programme there was still a gap between the number of Disadvantage pupils who achieved TTC and other pupils. This is an ongoing area of focus for 2022-2023 strategy.

One of the main foci of 2021-2022 strategy was on focused intervention in core subjects and additional reading support for pupils. End of EYFS, phonics screening and end of KS1 data showed a positive picture for Disadvantaged pupils. The pupils in Y6 in the 2021 – 2022 were an exceptional cohort, with a high percentage of pupils with EHCs. Reading was a relative strength at the end of KS2 however Maths did not show the attainment or value added that was expected. The Headteacher has taken on the role of Curriculum Lead and Maths Lead as part of the 2022-2023 strategy. Closing the gap and increasing attainment at the end of KS2 across all subjects, but with a particular focus in Maths will be the main focus in the 2022-2023 strategy.

### 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*

<b>Programme</b>	<b>Provider</b>
Read, Write, Inc	Read Write Inc
PHSE Association	PHSE Association

## 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 *everybody matters* and every moment counts, none more so than for young people starting out at a disadvantage to their peers.

Returning from the COVID-19 pandemic, attainment measures show that much of the positive work achieved over the last decade to close the gap between those in receipt of Pupil Premium and their peers has been undone. Significant hours of access to a full curriculum were lost or interrupted and we know that, for many, consistency and the environment for home working was not sufficient to ensure continuity and progress. Since returning to full-time face-to-face teaching, the full time attendance of Millbay Academy remains a most pressing concern; on average, those in receipt of Pupil Premium are -4% down on overall attendance from their peers. Our policy must focus on protective factors to address this.

The Millbay Academy Pupil Premium strategy objectives are written to reinstate academic routines, while promoting positive, enriching experiences where disruption has occurred. Our evidence shows that for many pupils, 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 sustain the intended impact.

We know that household incomes continue to be affected and that this disproportionately, negatively affects already disadvantaged families. The impact of this on young people is as broad as it is deep. 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 2022/23 PP 84%, Non PP 90% (PP boys 85%, PP girls 82.3%); On average, pupil premium students were in school over two weeks less than their non-PP peers, compounding COVID19 legacy experienced by all, but not equally.</i>
2	<i>Behaviour: comprising 53% of the secondary cohort, PP made up 62.9% overall students receiving internal seclusions; And in 2020/21, 69% of the total lost hours to classroom learning (excluding COVID-related closures). Not only did a greater percentage of PP students receive seclusion, they were likely to be removed from class for longer (cumulative hours through repeat incidents).</i>
3	<i>The progress GAP for Pupil Premium students overall remains negative compared to their peers (-1.18PP v -1.11 Overall). 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. This has been significant for those who experienced their secondary transition during this period (current Year 9 and to some extent, Year 8)</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.	<p><i>Attendance for disadvantaged pupils will be in line with the national and regional picture (or better).</i></p> <p><i>Homework clubs and 'Session 6' are well attended by PP students</i></p> <p><i>Year group analysis and plans ensure bespoke and appropriate provision</i></p> <p><i>Proactive communication with families is in place for every case of concern.</i></p>
Pupils achieve good and better progress and outcome targets with specific support for Pupil Premium and SEN students.	<p><i>Progress 8 for All =0 SEN/PP= National Average</i></p> <p><i>Action Plans include reference to, and provision for:</i></p> <ul style="list-style-type: none"> <li>● <i>Strategies to tackle disadvantage</i></li> <li>● <i>Analysis of vulnerable groups</i></li> </ul> <p><i>An effective CPD programme</i></p>
Hours of <i>high quality teaching</i> lost to behaviour consequences are reduced.	<p>Internal seclusions reduce and do not disproportionately impact on PP</p> <p>Reduction in suspensions, where a safe and orderly environment can be maintained.</p> <p>Work carried out with students receiving repeated internal seclusions identifies barriers and <i>contributes</i> to progress in lessons</p>
All PP students are actively enabled in their access to extracurricular and curriculum enrichment activities, and barriers are addressed.	<p>Cost barriers for trips and visits are reduced.</p> <p>Staff organising trips consider PP relevance and outcomes in their planning.</p> <p>Increased access to improved sport and health activities</p>
Every member of the school community takes pride and experiences a sense of	<p>Uniform is consistently maintained</p> <p>Student successes are celebrated</p>

belonging as part of the school community, without perceived exclusion.	Increased attendance at school events such as open evenings and parent meetings.
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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: £64,289

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 training is shared with all teachers in the English and maths departments, including those in the Progress Support Centre.	<p>As an example, our externally verified 'No More Marking' English data insights have shown that in Y9, against national figures, the cohort remains below the national average. However, progress in writing has been strong, particularly for girls and PP pupils - 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</p>	3

<p>Whole school literacy strategy, working across the curriculum. This is to include establishing a formal school library system.</p> <p>Additional Support In Lessons re Literacy</p> <p>Additional Support for Literacy (PP students who are also EAL) eg Flash Academy</p>	<p>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, Maths Box/ White Rose, 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 learning can be used to draw this knowledge from the classroom into extended day sessions such as breakfast club and homework club.</p>	3
<p>Targeted use of the teaching assistants within the teaching in the classroom through clear CPD and support. Any CPD bursary will require</p>	<p>The EEF summarises that targeted deployment, where teaching assistants are trained to deliver an intervention to small 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</i></p>	3

<p>an evidence and analysis-based proposal with a specific requirement for impacting disadvantaged pupils.</p>	<p><i>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 through 2021/22 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 second 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&amp;L strategies.</p>	<p>3</p>

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

Budgeted cost: £136,512

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 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 required in order to increase the likelihood of a significant positive impact.</p>	<p>3</p>
<p>Introduce academic re-engagement small-group/1:1 Learning Mentor role(s) alongside Reset Room as part of restorative behaviour practices.</p>	<p>Our internal data shows a disproportionate weighting towards Pupil Premium for those students attending internal seclusion. 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>Qualitative evidence gathered over the previous term has shown early signs of positive students engagement and a secure understanding with staff about the purpose of this role, and who it should be targeting.</p> <p>Furthermore, this allocation should be used in order to contribute to practices (e.g. tutoring) that reduce the risk of repeated suspensions and lost learning.</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 barriers to access for tutoring/homework/remote learning.</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 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 continue to be delivered in order to address compounded gaps created by COVID-19 interruptions to face-to-face provision. Particularly focussing on GCSE classes where students have had low prior engagement in remote learning and/or hindered progress, or have poor prior attendance. We have rich and detailed data available to us with regard to the 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>3, 1</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 further improve an internal 'Student Panel Meeting' strategy. Students are discussed and agreed direction of travel is minuted for ongoing review. Internal tracking, and current referrals for support, shows 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: £67,023

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 Intervention	The EEF states the highest impact from interventions that focus on self-management and role-play, improving cognitive and social skills. Millbay Academy will engage with external professionals and engage support staff in evidence-informed CPD to develop a programme of Pastoral Interventions as part of our Early Help offer.	2, 5
Parental involvement through Family Support Worker in order to address attendance concerns <i>earlier</i> - Broken weeks and/or continued absence	We have a persistent concern with absenteeism and lost learning, specifically targeting those < 90%. Through COVID19 interruptions but also carrying into full school return, our students' access to the curriculum through regular school attendance is, in a significant number of cases, inconsistent and unsustainable. Our internal data shows that poor mental health is a major issue, as well as physical health concerns and challenging behaviour. 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, which has been reduced to an open caseload of 10 at any one time from September 2022. Much work is needed in engaging our families at, or just below, the 'persistently absent' threshold. Family circumstances are diverse and complex, and require considerable investigation, understanding and support. This role function will ensure the	1

	Academy can offer proactive rather than solely reactive and punitive intervention, affecting sustained change.	
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, along with our Family Support Worker, approximately 60% are showing a positive recent attendance trend. Where this is not the case, further formal action is underway. Leaders will review the allocation for Education Welfare Services (through the EWO) due to this year's reduced offer and redirect funds where appropriate, to Early Help resource in school and/or temporary alternative provision.	1
Parent Meetings software to increase parental engagement with student progress.	Feedback from staff and parents across the 2021/22 implementation period has been positive. It is known to break down barriers to parent attendance such as childcare commitments or transport. It 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 next strategy period, improving feedback on pupil progress to families and engaging parental support in the students' next steps.	1, 3
Uniform subsidy for PP students where risk is identified, including <i>all</i> Y7s at enrolment.	2021 guidance on the implementation of school uniform across schools in England has been published 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, with further development work underway, and pupil voice has reported that it contributes to a positive sense of belonging and aspiration. Therefore, an emergency bursary should be maintained for 2022/23. This will also be used to maintain an 'on-the-day' stock so that learning is not lost through consequences of arriving at school with inadequate uniform.	5

<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 prior 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 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/Hospitality and Catering, can cause a disparity in 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. Furthermore, an improvement in our offer for sport provision may require specialist equipment. Promoting access to these resources is key to enhancing the overall curriculum experience, as well as health and wellbeing, of our pupils from disadvantaged backgrounds.</p>	<p>4</p>
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**Total secondary budgeted cost: £267,823**

**Total primary and secondary budgeted cost: £398,138**

## Part B: Review of outcomes in the previous academic year - Secondary

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended Outcomes	Success Criteria	Impact and Lessons Learnt
<p>Attendance improves significantly for disadvantaged students, with a particular progress on persistent absenteeism.</p>	<p><i>Attendance for disadvantaged pupils will be in line with the national picture (or better).</i></p> <p><i>Homework clubs and 'Session 6' are well attended by PP students</i></p> <p><i>Year group analysis and plans ensure bespoke and appropriate provision</i></p> <p><i>Proactive communication with families is in place for every case of concern.</i></p>	<p>Where attendance remains a concern, additional sessions or extensions to the school day, not reflected in roll call percentages, were positively disproportionately attended by PP students. E.g. Easter Holiday revision for Y11, 36/40 attending English sessions were PP, positively addressing the identified concerns about some home environments being conducive to study. This could be a more focussed target for attendance to 'Session 6', to follow the same positive pattern.</p> <p>Session 6 – allocation of tutoring funding was targeted to internal staff sessions (3.30-4.30). Analysis from middle leaders shows that relationships were key for this vulnerable year group. Attainment data for Y11 shows PP students making similar to Other Students in this year group – direct correlation in terms of impact of pupil premium spending (gap not widening over 2021/22)</p> <p>Overall 2019 = -1.58; Overall 2022 -1.11 - Improvement (With (Statistically Significantly High Number of PP)</p>

		<p>Breakfast/Homework club, now committing 25% contribution from PP funds for additional breakfast service through 2022/23 (free for 2021/22) attended by 60 unique students, regularly. Staffing through Recovery Premium. Recorded improvement on homework completion through 2021/22 (Bedrock Vocabulary up to 95% completion week on week). This is meeting a clear need and engagement continues to grow.</p> <p>Support staff funded to extend after school sessions Monday and Wednesday - not yet used to target students with persistent absenteeism but an opportunity for 2022/23.</p> <p>(Multi Agency Support Team (MAST)).          Provided positive pathways for students with barriers to school attendance and consistent positive behaviour (e.g. Anxiety-based School Avoidance).          20 allocations to MAST (EP+), which supported transition to greater <i>Early Help</i> offer. This work continues to reveal the scale of the issues around lost learning through poor attendance and should be maintained.</p> <p>Increase in Education Welfare Service (EWO) days – expanded caseload. ~50% showing positive impact. Concerns over reduced Local Authority offer for 2022/23, which should influence balance of spend (e.g. consider MAST alternative?)</p> <p>Spending allocated to Family Support Worker for 2022/23 start. Again, responding to increased pressures on school to provide Early Help. This is likely to further an increased</p>
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		vulnerability moving through 2022/23 due to reduced local authority offer.
<p>Pupils achieve good and better progress and outcome targets with specific support for Pupil Premium and SEN students.</p>	<p><i>Progress 8 for All =0 SEN/PP= National Average</i></p> <p><i>Action Plans include reference to, and provision for:</i></p> <ul style="list-style-type: none"> <li>● <i>Strategies to tackle disadvantage</i></li> <li>● <i>Analysis of vulnerable groups</i></li> </ul> <p><i>An effective CPD programme</i></p>	<p>Intervention running through English. This has allowed targeted small group interventions - handwriting, reading comprehension. As well as dynamic grouping in core sessions, responsive to current need, and needs arriving (in-year admissions), of which there are numerous. Must maintain this capacity to be dynamic due to, for example, 40% of Year 9 being new joiners since the beginning of Year 8 ('mobile').</p> <p>Combination of extraction interventions and whole-class teaching. Training through Progress Support Centres – specialist staff taking classes, as well as small group interventions (e.g. for adapted timetable students) ensuring continuity of provision. Data shows improved progress for these students, as well as increased attendance.</p> <p>Student Survey from 2021 presented 'significant' data regarding reading not taking place in the home for Pupil Premium students, especially. This has informed action planning and whole-school disciplinary literacy strategy - ongoing/carry forward for 2022/23.</p> <p>Strategy allowed for significant investment in texts during summer term. This will inform development of the tutor programme. Data shows poor literacy as a stark and pressing concern, applicable to progress across the curriculum.</p>

		<p>Texts are age-appropriate for weak readers which, at secondary level particularly, lays a foundation to boost reading for pleasure.</p> <p>Bedrock Vocabulary data for the Academy shows the most impact with Pupil Premium and EAL learners. 17% improvement for PP. Average attainment is 16% - working to narrow the gap. Further monitoring to be maintained</p> <p>Consistent and well-resourced support staff timetable, coordinated by SENDCo. The Academy's Progress Support Centre provides a range of sessions, following core subject supplementary curriculum.</p> <p>Additionally, schedule for in-class support, with focus on vulnerable students (weighted towards Y11 where PP was ~65%). The impact may be reflected in the Attainment Data for Year 11 Pupil Premium Students (Overall Progress, with 73% of these students being pupil premium, shows an improved progress score for Y11 of +0.47).</p> <p>Two 'Visible Learning' modules completed by all teaching staff – 'Introduction to VL' and 'Feedback'. Middle Leaders underway with training as <i>Impact Coaches</i>, ensuring that implementation of theory is rolled down to teams, consistently. Student survey data shows emergent impact of VL principles. The impact on outcomes will show over time and should be reflected in improved teaching and learning evidence.</p> <p>SENDCo – improvement in SEND provision, reflected in monitoring visits and noted as an area of improving</p>
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		<p>strength. 61% of SEND students are PP. SENDCo has overseen successful implementation of Progress Support Centres. Improvement plans underway.</p>
<p>Hours of <i>high quality teaching</i> lost to behaviour consequences are reduced.</p>	<p>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</p>	<p>Learning Mentor recruited for Summer Term. Positive engagement from students at risk of repeated removal from class. Identified persistent barriers and need underneath the behaviours. Role to be developed for 2022/23 and specific expertise explored. Potential to consider how to increase the reach of this role to impact on a larger number of students.</p> <p>62% student engaging with Removal Room are PP (53% school average), which supports the rationale to continue with this provision.</p> <p>Where needs are being better met, we saw a reduction in challenging behaviour leading to Fixed Term Exclusion (suspension) - 67 days during HT1 reduced to 12 days during HT5.</p>
<p>All PP students are actively enabled in their access to extracurricular and curriculum enrichment activities, and barriers are addressed.</p>	<p>Cost barriers for trips and visits are reduced. Staff organising trips consider PP relevance and outcomes in their planning.</p>	<p>Exemplars of spend allocation: theatre visit -</p> <ul style="list-style-type: none"> <li>● Whole of year 9.</li> <li>● Copy of text to every PP student: Macbeth</li> <li>● Y8 - “read a book in a day” as curriculum enrichment and contribution to Literacy Strategy.</li> <li>● Revision guides purchased for all Y11s, &gt;65% PP.</li> </ul> <p>Overall, Trips/Visits budget has been underused. This may be down to staff familiarity/confidence following COVID pandemic. Training of new EVC to ensure great</p>

		<p>confidence and modelling built into next year's curriculum planning.</p> <p>Peripatetic music tuition was not reinstated due to long-term staff absence of music lead. Priority for access within 2022/23 strategy.</p> <p>There has been improvements made in the outdoor space/lunchtime provision. Basketball hoops installed in the playground seeing daily use.</p> <p>Allocation from the PP budget to Hospitality and Catering ensured equal access to broad and balanced curriculum. This was combined with parent contributions and curriculum budget to ensure sustainability, not relying on one income stream. The impact was that all KS3 students were enabled to cook 6 times in the academic year. All KS4 students cooked 15 times in the academic year (as part of their course), without financial barriers. We have 45 students continuing Catering from Year 9 to Year 10 (50% of year group) and 41 going from Year 8 to 9 (40% of year group). The impact not only on maintaining aspects of a broad, balanced and creative curriculum, but also on health and independence.</p>
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<p>Every member of the school community takes pride and experiences a sense of belonging as part of the school community, without perceived exclusion.</p>	<p>Uniform is consistently maintained  Student successes are celebrated  Increased attendance at school events such as open evenings and parent meetings.</p>	<p>Online parent meeting software enabled targeted work on parent engagement with Parents Evenings. Still an area of concern, particularly Year 10 going into Year 11 for 2022/23. Barriers to be explored further.</p> <p>Y7 65% attendance  Y8 48% attendance  Y9 60% attendance  Y10 43% attendance  Y11 73% attendance</p> <p>Good provision of uniform for students where finances are a concern.</p> <p>50% of budget allocation used. Remainder to fulfil stock for 2022/23, as well as zero cost blazer and tie for all new Y7 starters – supported with increased Y7 recruitment. In line with best practice for affordable uniform.</p> <p>6 rewards assemblies carried out through the year. During recruitment processes, students talked positively about their recognition. Allocation of funds supporting prizes and badges.</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