

**Pupil premium strategy statement:** Millbay Academy will endeavour to inspire, support and challenge every Pupil Premium student through both academic and holistic barriers they may face as an individual to diminish any differences so they can maximise outcomes and experience a range of opportunities so they can increase their life chances.

1. Summary information					
School	Millbay Academy				
Academic Year	2020/21	Total PP budget	£404360	Date of most recent PP Review	April 2019
Total number of pupils	750 (689 at present)	Number of pupils eligible for PP	313	Date for next internal review of this strategy	Jan 2021

2. Current attainment		
Key Stage 2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	N/A (Due to COVID)	65
% making expected progress in reading (as measured in the school)	N/A	73
% making expected progress in writing (as measured in the school)	N/A	78
% making expected progress in mathematics (as measured in the school)	N/A	79
Key Stage 4	<i>Pupils eligible for PP (Year 11 2019/2020)</i>	<i>Pupils not eligible for PP (national average)</i>

<b>Attainment 8</b>	<b>23.37</b>	46.7
<b>Progress 8</b>	<b>-1.60</b>	-0.03
<b>% 4+ in English and Maths</b>	<b>26.5</b>	65
<b>% 5+ in English and Maths</b>	<b>10.6</b>	43

### 3. Barriers to future attainment (for pupils eligible for PP)

#### Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Lack of Cultural experiences which inhibits students' vocabulary and literacy as well as the ability to relate to cultural situations.
<b>B.</b>	Lower levels of literacy and numeracy on entry to the school particularly the reading age levels and word gaps compared to national.
<b>C.</b>	Students are not always being challenged in lessons to maximise outcomes.
<b>D.</b>	Independent study practices including homework, revision and reading and lack of confidence, self-esteem and resilience and developing Metacognition.
<b>E.</b>	Poor home learning environment and low aspirations (Parents have on the whole low literacy and numeracy levels)

#### Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

<b>F.</b>	High mobility rates of students within school
<b>G.</b>	Lack of parental engagement and support for learning at home

<b>H.</b>	Poor attendance- Percentage of sessions missed due to overall absence is higher for pupil premium students than non- pupil premium students.	
<b>I.</b>	High exclusion and seclusion rates of PP students	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Progress of PP students to continue to improve in line with national	At KS2 progress scores for PP students move in line with non PP students in the school for reading and mathematics.  At KS4 progress score for PP students move in line with non PP students in the school for Progress 8
<b>B.</b>	High quality teaching and learning maximises the achievement of Pupil premium students through appropriate data driven planning and delivery.	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. <b>Mobility rates decrease within school.</b>
<b>C.</b>	Parents engage with all aspects of students' learning, are supported in assisting the students' independent learning and are proactive towards communication with the Academy.	All parents should be actively involved in their son / daughter's learning, resulting in improved pupil outcomes.
<b>E</b>	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.

## 5. Review of expenditure

Previous Academic Year

2019 - 2020

### i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Focused support of TA to support differentiation and scaffolding within the school including HLTA's in English and Maths.</p>	<p>High Quality Teaching for all</p>	<p><b>Mixed Impact.</b> Where positive impact on learning there is a consistency of teaching assistant with the specific students but the impact is minimal when the TA is inconsistent and lack of clarity of role In KS4 In Year 11 English the %PP students achieving 4+ and 5+ increased by 20% and 15.5% respectively. In Year 11 Maths the %PP students achieving 4+ and 5+ increased by 15.2% and 9.8% respectively.</p>	<p>Greater consistency and clarity of role needed. We need to make sure that TA's are assigned and work with certain students and have where needed assigned spaces to give specific targeted intervention where needed.</p> <p>Increase the level of support and CPD and focus on a few strategies to support the scaffolding of literacy and numeracy and these need to be applied consistently..</p> <p>We will still use TA's but we need to carefully target the resource, we will have HLTA's in Maths and English to provide intervention with Year 11 but we will make sure we continue to improve the quality first teaching so most students access learning in the classroom with the teacher.</p>	<p>£238000</p>
<p>Curriculum experience and aspiration through arts participation (Extra curricular), effective use of digital technology to engage students in more effective learning, home learning club support, curriculum visits and activities through the contextual approach.</p>	<p>High Quality Teaching for all</p>	<p><b>Positive impact.</b> This has supported a number of experiences for disadvantaged students from attending the theatre, visiting France to order breakfast, various residentials and various trips within the contextual approach in Phase 2 and 3 such as Tate exchange etc Continued good outcomes in our UAL and Vocational courses at KS4. As from March we went into lockdown we provided a range of support digitally so PP students could access work from home successfully. Our virtual school provision is good and an area of strength in the school.</p>	<p>Yes we will make sure we continue to support the digital provision and also where possible with COVID restrictions give access for PP students to a range of opportunities through the co-curriculum and within the subject areas.</p>	<p>£20000</p>
<p>T&amp;L CPD to focus on collaborative learning, effective feedback strategies, developing metacognition and self regulation, differentiation and peer tutoring.</p>	<p>Effective CPD for teachers and teaching assistants.</p>	<p><b>Mixed impact</b> where this was successful was to embed this through the plan-do -review cycle and a rigorous quality assurance schedule through learning walks, planning and work scrutinies Also a clear schedule set up strategically for CPD across the school and making sure that we embed each stage.</p>	<p>Yes we will maintain the CPD across the school but make sure that this is fully embedded through a rigorous QA schedule and a full programme of CPD which will support particularly the PP students and improve the quality first teaching in the school.</p>	<p>£20000</p>

Behaviour CPD particularly the use of MAPA training across the school to support conflict resolution and supporting the behaviour policy and consistency of approach.	Effective CPD for teachers and teaching assistants.	<b>Positive impact</b> - we had a range of CPD and support working with Pivotal who worked and aligned our behaviour systems. The strategies are starting to embed within the school and behaviour was improving.	Need to look at our behaviour systems and make sure they are clear and consistent across the school. We need to look at the structure, roles and responsibilities to make sure we have the right system to meet the needs of the individuals in the school.  We will continue with the CPD alongside the overhaul of the behaviour system above.	£8000
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## ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Behaviour interventions with more specialised programmes to target students with specific behavioural issues.	High expectations for behaviour and attendance within the school	<b>Mixed impact</b> - PP students who were struggling to access the curriculum for a range of reasons were given access to a range of alternative provision to support them for example NORPRO - boat building and mechanics, ASPIRE - vocational qualifications animal care, art and design and functional skills english and maths, City College - Public services, Music, Hair and Beauty, PK Barracks - Public services, work in the community, functional skills English and Maths. <b>UTC/ UAL mentoring and leadership intervention</b> (Spring term) with targeted Year 9 students.  This was affected by the lockdown and the full impact not measured.	Yes we will be looking at providing an alternative provision particularly for the PP students in Year 10 and Year 11.  The main lessons learnt <ul style="list-style-type: none"> <li>- This needs to be part of the curriculum and built into the curriculum.</li> <li>- It needs to be regular and consistent</li> <li>- It needs to be tracked and targeted with clear criteria and success criteria.</li> </ul>	£10000
SEND hubs effectively in place for effective interventions and precision teaching	Meet effectively the individual learning needs of an increasingly complex cohort.	<b>Positive impact</b> as most of our PP students have a particular SEND need. A range of support was embedding across the school through (i) Precision teaching working 1:1 focusing on literacy and numeracy. (ii) Lego therapy (iii) Phonics Intervention and particular catch up work with Year 7 and 8.	Yes we will have a defined SEND space for particular interventions but we will be focusing more on the quality first teaching and where possible making sure students work in the classroom. We are developing new systems to work within SEND and how we target particular strategies moving from quality first teaching to targeted support to specialized support.	£100000
Capacity for administration of applications and targeting of EHCP students	Meet effectively the individual learning needs of an increasingly complex cohort.	<b>Positive impact</b> - increase in the number of students who have had their EHCP application accepted within the school. Greater support in place for the EHCP students within the school through both the targeted and specialist provision.	Yes but continued development of the approach to SEND as highlighted to above to meet the needs of PP students with particular SEND needs.	£8000

Middle leadership support and training and SENCO appointment to support the capacity of the leadership of SEND within the school	Clear and focused leadership of PP students across the school.	<b>Positive impact</b> - Successful appointments made within the primary phase to support the SEND needs and to support the SENCO within school.	Yes but continued development of the approach to SEND as highlighted to above to meet the needs of PP students with particular SEND needs.	£25000
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Attendance CPD to track attendance gaps effectively and support tutors to engage with targeted students.	Effective CPD for teachers and teaching assistants.	<b>Mixed impact</b> - Attendance for PP students do not significantly improve as some of the strategies put in place after January 2020 did not have the time to fully impact and the appointment of the home liaison officer and attendance lead did not have time to embed the strategies in place.	Yes we will continue to refine and implement our attendance strategies to support the PP students and increase their attendance in school.	£2000
Employ a Home Liaison Officer to target persistent absence.	High expectations for behaviour and attendance within the school	<b>Positive impact</b> - attendance was improving with the targeted individuals who worked with the home liaison officer and in lock down the extra support and home visit checks were significant in working with our vulnerable PP students	Yes we will continue to refine and implement our attendance strategies to support the PP students and increase their attendance in school.	£25000
Increase parental engagement through parental and community involvement programmes and increase student engagement through student voice and student councils	Develop a clear whole school ethos for attainment for all.	<b>Positive Impact</b> - the systems set up within the school and relationships with the community supported the transition and implementation of <ul style="list-style-type: none"> <li>- New curriculum and co-curriculum with new options and subject allocations across the school</li> <li>- Introduction of a new school name, new values and vision and a new uniform</li> </ul>	Yes will be continuing to support the relationships with parents and students. Looking at implementing the co-curriculum with a new house system and within this a student parliament.	£3000
To support with Music tuition To support with School Uniform To support with School equipment	Support PP students broadly within the life of the school.	<b>Positive impact</b> - this has allowed students to be able to access a range of resources and equipment to help them access the curriculum and be successful in the school.	Yes particularly to support the implementation of a new uniform and with in the COVID restrictions the access to school equipment	£6000

## 6. Planned expenditure

Academic year

2020/2021

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

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Extra classes timetabled for English and Maths with reduced class sizes for low band students in English and Maths	Progress of PP students to exceed or at least matches that of non-PP students in the Academy.	Although The Sutton Trust identifies that the impact of smaller class sizes on a cost basis may not be the most cost efficient method of improving pupil progress we feel that the staffing cost is reasonable when compared to impact on student attainment and progress. Smaller class sizes allow teachers to devote more personal attention to each student. This allows targeted teaching of low band pupil premium students with lower levels of literacy and numeracy on entry. It also allows us to further strengthen the good progress made by middle and high ability pupil premium students by matching teaching to their needs and allowing them to make as good or better progress than their peers.	Through the quality assurance schedule looking at the lesson observations, learning walks, work and planning scrutinies and data analysis through data driven instruction to meet the aspirational targets set.	FKe/PLo	January 2021 and June 2021
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.	Improved teaching of low ability pupil premium students by English and maths teachers so that progress of low ability	The Sutton Trust rightly recognise that the single largest factor in promoting good progress for learners of all abilities is the quality of feedback they receive from their	Lesson observations and termly monitoring of progress data from years 7 to 11.	ANo/ JMe / ABi	January 2021 and June 2021

Setting up the literacy and numeracy learning hub.	PP students to exceed or match those of non-PP students.	teachers. Therefore training staff in the correct way to provide high quality feedback to low ability learners in English and maths will improve progress and attainment of the pupils.			
Embed the use of the progress support centres within school in Key Stage 3 and Key Stage 4.  Targeted use of the teaching assistants within the teaching in the classroom through clear CPD and support,	Improve the curriculum offer for those pupil 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.	In 2019-2020 we noticed that a tiny minority of students made progress, but not at the rate of progress needed to close the gaps significantly, due to a variety of complex issues and needs which we felt we could address more fully as a school. This is a new focus areas with considerable resourcing behind it. For example in Maths, for instance, we are working with students who have struggled with times tables since year 3 have mastered their 2, 3, 5 and 10 times table. Also we have received funding for the work with disadvantaged and vulnerable students. in Year 7	Lesson observations and termly monitoring of progress data from years 7 to 9. All teachers involved with the specialised curriculum meet 4 times a term in order to review attainment and progress, teaching, staff training and the curriculum offer.	JTr/ MBI NGr	January 2021 and June 2021
A review of our whole school approach to Student Reading.	Improve the culture of reading within the school	As a school we believe this still to be a huge barrier for our students – particularly the disadvantaged. A number of our PP students are unable to access exam material and answer questions due to not being able to read or understand what is being asked of them.	A full review of our reading strategy. Including the English Curriculum, All Subject Areas and Tutor Time.	ANo/ JMe / ABi	January 2021 and June 2021
<b>Total budgeted cost</b>					<b>£312000</b>
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To provide an alternative provision within our curriculum	No NEET's for both Year 10 and Year 11 students.	The Sutton Trust rightly recognised the importance to PP students of	AP is leading this area within school and we are full targeting and tracking the	MBi/ACa	January 2021



offer for Year 10 and Year 11 students which will support the skills, knowledge, attitude and aspiration to successfully transition into post 16 education.	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.	developing metacognition and self-regulation through a hands on project based approach working in a different environment in smaller targeted groups.	performance across the year. We have fully aligned the parents, students and the alternative provision in City College so meets the individual needs with access to Motor Vehicle, Hair and Beauty, Construction and Employability.		
Literacy In Primary Introduction into phonic program (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	Improve literacy and numeracy of students who have not achieved the expected standard at KS2 in year 7, at KS1 in year 3 and GLD at Year 1.	Regular assessment of students to monitor progress in literacy. This is carried out through a variety of formats including access reading tests, Bedrock scores, Keystage 2 exams and teacher assessment. This approach ensures that students' literacy develops and that they quickly catch up with key stage expectations by the end of year	Regular assessment of students to monitor progress in literacy. This is carried out through a variety of formats including access reading tests, Bedrock tests, Keystage 2 exams and teacher assessment. This approach ensures that students' literacy develops and that they quickly catch up with key stage expectations by the end of year 7	ANo/ JMe / ABi	January 2021 and June 2021
Numeracy In Primary Introduction of new curriculum marvellous maths and NCET teaching in maths for CPD a programme of pre teaching and over teaching with targeted groups using google classroom In Secondary Numeracy Learning Hub in place so the school can focus on after school intervention, smaller class sizes, Adoption and Implementation of the 'concrete, pictorial and abstract' approach to the curriculum across year 7 for low band students.		Students given more personal 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.	Analysis of data and key stage 2 re-testing to check student progress. Diagnostic analysis of students' mathematical strengths and weaknesses informs teaching. Regular assessment of students to monitor progress in numeracy.	HJo/ JMe / ABi	January 2021 and June 2021
Staff training of Maths department by GCSE examiners and outside support in order to improve teacher's feedback to students	Improved progress for Pupil Progress students in years 9-11 in Maths.	Builds on research carried out by the Sutton Trust and Education Endowment fund on what is the most effective way to ensure exceptional	Data driven instruction through appropriate assessment to track student progress and to intervene decisively with pupil premium students to ensure that they	HJo	January 2021 and June 2021

and their attainment and progress in Maths.		student progress which is the quality of feedback. Highly trained staff provide high quality feedback to students.	match the progress of non- pupil premium students.		
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.	Close gaps in knowledge from the lockdown in March so targeted Year 11 students can be successful in their Year 11 exams	Year 11 have missed the knowledge, understanding and skills from lock down and we must target students to diminish the gaps as the students mainly affected our PP students.	Monitor attendance and track performance for Year 11 students	ACa/FL	January 2021
Clear HL guidance in place. Make sure all students have access to the tech needed to access our work on google classroom. Knowledge organisers and strategies to access them in place across all subjects.	Improve the home learning culture across the school	From Sutton trust where HL is implemented properly their is a positive impact on learning	Monitor the HL completion on arbor and the numbers of students not completing HL.	ACa/FL	January 2021

**Total budgeted cost    £62000**

### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Employment of Education Welfare and Attendance officer, School Counsellor and Behaviour Support Manager. Rigorous monitoring of student attendance.	Improved engagement and increase weaker attendance for Pupil premium students compared to non- pupil premium students at Millbay	Staff assigned to work with students whoshow signs of poor attendance or othersymptoms of disengagement. EWO will go on home visits to create a strong linkbetween parents, child and school. Early intervention from key staff to ensure student attendance and remove barriers to learning which are outside of the school gates.	Monitor student attendance and impact of the counsellor/ Behaviour Support manager.	JTr	January 2021

Attendance awards.		Attendance awards are given to students with at least 95% attendance.	Tutor attendance awards are given at Pastoral briefings on Monday.	JTr	January 2021
Parental information evenings		Targeted parents are met in the school and the link between attendance and high academic outcomes and progress highlighted at parental information evenings.	Parental feedback from the event and follow up monitoring of student attendance.	JTr	January 2021
Free breakfast and learning club		Students need to be ready and prepared for a day of learning- providing a free breakfast is a crucial step in ensuring that all students are cared for and the school acts in loco parentis.	Register of attendance of students.	JTr	January 2021
A full programme and support for Careers in the school so all student's feel supported for their next steps.	Raise aspirations of PP students within the school	To ensure all students progress to appropriate, high quality education or training following KS4	Monitor destinations of Year 11 leavers.	JTr/HCu	January 2021
Residential and out of school activities within the school to include Music Tutition.		This builds resilience and tenacity in students by exposing them to different circumstances and environments which they are not familiar with. This helps them to deal with setbacks and to develop resilience.	Monitor attendance and collate student voice.	FKe/CBi	June 2021
Theatre Trips and other visits within the curriculum.		This exposes students to cultural activities which students have not been exposed to before and helps to develop cultural capital.	Monitor attendance and collate student voice.	FKe/CBi	June 2021
Implement the co-curriculum and developing the character attributes		This builds resilience and tenacity in students by exposing them to different circumstances and environments which they are not familiar with. This helps them to deal	Monitor impact against future attainment	FKe/CBi	June 2021

		with setbacks and to develop resilience.			
Option pathways reviewed for all PP students in Years 8 and 9.	Ensure all students are on the right courses for their ability, to check progress and to encourage challenging but appropriate subjects for all.	Lower uptake for EBACC, post 16 choices.	All PP students to be interviewed by either HoY, PP Lead or Senior Member of Staff for option choices in Year 8 and 9.	ACa	June 2021
<b>Total budgeted cost</b>					<b>£30360</b>

## 7. Additional detail