



## 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	Millfield Science and Performing Arts College
Number of pupils in school	874
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plan</b> )	2021/22 2022/23 2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Mr B Humphries
Pupil premium lead	Mrs J Fawcett
Governor / Trustee lead	Mr B Campbell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 194,410 £227,240 (including PP plus – post LAC)
Recovery premium funding allocation this academic year	£ 30,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£258,125</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Millfield Science and Performing Arts College we have high expectations of all pupils in our school community. We believe that consistently high quality teaching and effective engagement with parents are fundamental to improving the outcomes for all students. We provide high quality pastoral support which is personalised to meet the needs of each individual to support them to meet their potential and become effective contributors to the school community, their local community and to society as a whole. In order to do this we engage in a range of strategies to stretch and challenge pupils at an appropriate level and provide support to help pupils overcome any barriers to learning which they may have. Millfield provides a broad, balanced and varied curriculum across the school in order to improve their outcomes and encourage them to 'be exceptional'.

The senior leadership team, governing body, teaching and pastoral staff, are committed to ensuring that all of our pupils, whether they are disadvantaged, high ability or have a special educational need or disability benefit from quality first teaching in the classroom in every lesson. Interventions are provided at a whole school level and are not restricted to disadvantaged students eligible for Pupil Premium.

The key principles which underpin our strategy plan are:

- catching up gaps in learning caused through the Covid pandemic;
- providing pupils with highly effective formative assessments which allow them to make progress and close the gaps in their learning;
- improving parental engagement to support students both in terms of their attendance and their academic progress;
- developing the aspirations and resilience of our PP students.

## Challenges

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

Challenge number	Detail of challenge
1	Our Pupil Premium / Disadvantaged pupils have lower attainment and make slower progress across the school than our non-PP students. However, DA pupils are improving in English, maths, EBacc and the open elements.

	The impact of home schooling during the Covid 19 pandemic has meant that the gap between PP and non-PP has widened for some of our PP students because of a lack of engagement with remote learning and the impact of the digital divide.
2	Some of our pupil premium pupils demonstrate weaknesses in behaviour for learning. These pupils lack resilience, self-belief, determination, readiness to learn, often alongside limited aspirations for the future. They sometimes struggle to reflect and evaluate their own learning and often lack the self-motivation and confidence to improve.
3	Lower attendance rates and higher rates of persistent absenteeism of PP / DA students (particularly those still in receipt of FSM)
4	Pupils have limited experiences beyond their home and immediate community. Some of our PP students also have limited aspirations for the future
5	Digital divide: some PP students have limited access to Wi-Fi and technology (computers), libraries and books.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve the quality of teaching across the school through the development of the dynamic learning community.	<ul style="list-style-type: none"> <li>❖ Effective quality first teaching will be seen during learning walks and will be reflected in the improved outcomes for all students.</li> </ul>
<p>Teachers become effective reflective practitioners and use academic research to develop pedagogy and daily classroom practice.</p> <p>Our key focus areas for 2021-2022 will be on improving the effectiveness of feedback (particularly in relation to addressing misconceptions and gaps in knowledge) and metacognition.</p>	<ul style="list-style-type: none"> <li>❖ The DLC coaching programme will allow coaches to see the development of QFT practice through lesson observations.</li> <li>❖ HOD and SLT learning walks will provide evidence of effective feedback and metacognitive strategies in the classroom.</li> <li>❖ Formative and summative assessment becomes more robust and the evidence of improvement and progress is seen in exercise books and in the improvement in progress between data collection points.</li> </ul>
Improvement in the effectiveness of formative and summative feedback.	<ul style="list-style-type: none"> <li>❖ Embed high-quality assessment and feedback in all subjects that clearly identifies gaps in knowledge and skills and informs future planning (feed forward sheets).</li> </ul>

<p>The recovery curriculum implemented by departments fills the gaps in knowledge developed due to absence (Covid self-isolation) and home schooling.</p>	<ul style="list-style-type: none"> <li>❖ Departments adapt learning journeys in autumn term to accommodate gaps in learning.</li> <li>❖ Catch up timetable implemented with Catch up tutor and HLTAs which fills the gaps in learning due to Covid absences. Progress should be reflected in exercise books, learning walks and in the improvement in progress scores at data drops.</li> </ul>
<p>Catch-up tutor and the HLTAs in maths, science and English provide high quality 1:1 or small group intervention and support.</p>	<ul style="list-style-type: none"> <li>❖ Catch up tutor supports students to fill the gaps in their learning. Progress should be reflected in exercise books, learning walks, progress checkpoints.</li> </ul>
<p>Teachers and progress leads teach all pupils self-regulating behaviours that enable them to become more independent and resilient learners.</p>	<ul style="list-style-type: none"> <li>❖ Students become more independent and self-regulating; a moderate improvement should also be noted in academic performance at key assessment points.</li> </ul>
<p>All disadvantaged pupils (especially those who are currently FSM) will meet national expectations for attendance and persistent absence.</p>	<ul style="list-style-type: none"> <li>❖ Disadvantaged pupils will match or exceed the national averages for non-disadvantaged pupils (+97%)</li> </ul>
<p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>All pupils develop an understanding of the career and opportunities for further and higher education.</p>	<ul style="list-style-type: none"> <li>❖ The curriculum provided by each department in their learning journeys provides pupils with an exciting and varied curriculum.</li> <li>❖ Pupils are exposed to a wide range of music, performing arts, cultural and sporting experiences both within and outside the school day.</li> <li>❖ Pupils have the opportunity to participate in cultural visits, career meetings and university visits</li> </ul>
<p>All pupils have access to appropriate technology and access to Wi-Fi at home.</p>	<ul style="list-style-type: none"> <li>❖ Survey identifies students without technology and Wi-Fi. School arranges appropriate resources.</li> <li>❖ Students able to keep up to date with work set if remote learning is necessary.</li> <li>❖ Students are able to access home learning and revision materials.</li> </ul>

## 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: £111,954

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving Quality First Teaching (QFT).	<p><b>Evidence from Education Endowment Foundation:</b></p> <ul style="list-style-type: none"> <li>❖ The EEF guide to the Pupil Premium. A tiered approach to spending.</li> </ul> <p><i>Evidence shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.</i></p>	1
Dynamic learning community and coaching leading to improvement in formative and summative assessment feedback.	<p><b>Evidence from Education Endowment Foundation:</b></p> <ul style="list-style-type: none"> <li>❖ Metacognition and self-regulation (+7 months)</li> </ul> <p><i>Teaching metacognitive strategies to pupils can be an inexpensive way to help them become more effective learners. There is strong evidence for its impact on outcomes in maths.</i></p>	1
Recovery curriculum implemented by HODs to close gaps in learning caused through Covid.	<ul style="list-style-type: none"> <li>❖ Teacher Feedback to Improve Pupils' Learning (+2 months)</li> </ul> <p><i>Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.</i></p>	1, 2, 3
Recovery premium to be used to support school led tutoring funding.		
External teaching expertise is bought in to help close the gaps in learning.		
Pupils have access to suitable digital technology and Wi-Fi	<p><b>Evidence from Education Endowment Foundation:</b></p> <ul style="list-style-type: none"> <li>❖ Using Digital Technology to Improve Learning</li> </ul> <p><i>Evidence suggests that teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and that this is likely to have a positive impact on learning.</i></p>	5

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

Budgeted cost: £ 133,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress leads focus on supporting DA students as identified by learner score and observe them in lessons.	<p><b>Evidence from Education Endowment Foundation:</b></p> <ul style="list-style-type: none"> <li>❖ The EEF guide to the Pupil Premium - A tiered approach to spending.</li> </ul> <p><i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement</i></p> <ul style="list-style-type: none"> <li>❖ Teaching and Learning Toolkit:                             <ul style="list-style-type: none"> <li>○ One to One tuition (+5 months)</li> <li>○ Small Group tuition (+ 2 months in secondary schools)</li> </ul> </li> </ul> <p><i>Tuition targeted at specific knowledge gaps and needs can be an effective method to support low attaining pupils and those who have fallen behind, both one to one or in small groups.</i></p>	1 and 2
Additional support for students requiring intervention by HLTAs in maths and English		
Catch-Up tutor (small group support or 1:1)		

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance of PP students through close monitoring and mentoring, with particular focus on students still in receipt of free school meals (FSM)	<p><b>Evidence from Education Endowment Foundation:</b></p> <ul style="list-style-type: none"> <li>❖ The EEF guide to the Pupil Premium. A tiered approach to spending.</li> <li>❖ Parental Engagement (+3 months)</li> </ul> <p><i>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF's Teaching and Learning</i></p>	3

	<i>Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</i>	
Teach metacognitive strategies to improve pupils' resilience, determination and ability to work independently.	<p><b>Evidence from Education Endowment Foundation:</b></p> <ul style="list-style-type: none"> <li>❖ Metacognition and self-regulation (+7 months)</li> </ul> <p><i>Teaching metacognitive strategies to pupils can be an inexpensive way to help them become more effective learners.</i></p> <ul style="list-style-type: none"> <li>❖ Teaching and Learning Toolkit: <ul style="list-style-type: none"> <li>○ Behaviour interventions (+4 months)</li> </ul> </li> </ul> <p><i>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i></p>	3, 2
Trips and visits	<p><b>Evidence from Education Endowment Foundation:</b></p> <ul style="list-style-type: none"> <li>❖ The EEF guide to the Pupil Premium. A tiered approach to spending.</li> </ul>	1,4 and 2
Pastoral support for disadvantaged students including: service children, LAC and post LAC	<p><b>Evidence from Education Endowment Foundation:</b></p> <ul style="list-style-type: none"> <li>❖ The EEF guide to the Pupil Premium. A tiered approach to spending.</li> </ul>	All
Careers advisor and careers events are utilised to raise pupils' aspirations for the future.	<p><b>Evidence from Education Endowment Foundation:</b></p> <ul style="list-style-type: none"> <li>❖ The EEF guide to the Pupil Premium. A tiered approach to spending.</li> </ul>	4

**Total budgeted cost: £ 259,954**

\*Additional funding will be used to supplement the Pupil Premium Strategy Plan as necessary such trips, uniform etc.

## 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.

Desired outcomes from 2020-2021 plan	Impact
Further develop the CPD provision for all teaching colleagues.	<p>All teachers participated in the Dynamic Learning Community, utilising academic research to develop their pedagogy.</p> <p>All teachers have a dedicated hour on their timetable each week for CPD to be utilised for the DLC for 2021-22.</p>
Improve the effectiveness of assessment and feedback.	Outcomes have improved across a range of areas for PP students compared to 2019-2020.
Improve the monitoring of the PP cohort and the effectiveness of intervention strategies.	<p>Learner scores were introduced with the intention to monitor the progress of the disadvantaged cohort.</p> <p>This will be embedded in 2021-22, when progress leads and AHT DA/HA will monitor the DA students' progress and interview them, putting intervention / mentoring in place as appropriate.</p>
Provide effective support to disadvantaged students, whenever appropriate to ensure that all students make their best progress.	<p>The support provided has enabled the PP students to improve their progress across a range of areas.</p> <p>In class interventions are in place (Venn diagrams) and support given in class contributes to students making their best progress.</p>
Improve the process for year 9 options.	<p>Students chose four subjects from an open list of sixteen (rather than option blocks), ensuring that the majority of students were able to take their preferred choices at GCSE.</p> <p>All year 9 students benefited from a 1:1 meeting with the deputy head teacher where career paths and options were discussed and the importance of EBACC subjects emphasised.</p>
Further improve the attendance for disadvantaged students, in particular those who are currently in receipt of FSM.	<p>Due to the impact of the Covid pandemic the attendance of PP and FSM did not improve.</p> <p>This remains a priority area for the ongoing PP plan.</p>



## 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
None	N/A

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Please refer to desired outcomes from the 2020-21 plan.  Service pupil premium funding is used on pastoral support for eligible children.
What was the impact of that spending on service pupil premium eligible pupils?	Please refer to the impact of the desired outcomes from the 2020-21 plan.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*