



the  
university  
school

Marine Academy  
Plymouth  
Pupil Premium  
2014 – 2015

## Pupil Premium: Where the Funding is spent...

### **Project: Accelerated Reading/Maths Schemes**

Cost: £5,256

Aim: A personalised reading and maths package that monitors student progress and aims to improve literacy and mathematics levels and engagement with reading

Outcome: Increased engagement on reading and improvements in student progress

### **Project: Uniform**

Cost: £6,366

Aim: Students are provided with a free uniform for their first year at MAP

Outcome: All disadvantaged children benefit from this opportunity that increases inclusion and removes this barrier to learning.

### **Project: Welfare and Attendance**

Cost: £22,136

Aim: To improve student attendance

Outcome: Improved attendance of students at MAP, improved attendance of year 7's

### **Project: Online Revision Resource**

Cost: £2,093

Aim: Software designed to support students with revision

Outcome: Embedded a culture of revision to improve levels of attainment

### **Project: Speech and Language Therapist**

Cost: £11,221

Aim: additional language assessments and targeted speech and language support for all students who require it.

Outcome: improve communication skills and confidence of students by targeting specific need

### **Project: Health and Wellbeing**

Cost: £46,897

Aim: To support students with physical and emotional needs through school counsellor and on-site clinical psychologist and NHS nurse

Outcome: Improved health and wellbeing Improved student attendance and reduced behavioural incidents.

### **Project: Care to Achieve**

Cost: £187,282

Aim: To increase the learning support provision from within the curriculum areas

Outcome: Improved attainment levels for students moving through the school

### **Project: Specialist Intervention Packages**

Cost: £44,409

Aim: Alternative education provision for students needed additional support with their education. Extraction groups focus on improving literacy, numeracy and modern foreign language

Outcome: Improved engagement in learning, attendance and reduced behavioural incidents

### **Project: Parental Engagement**

Cost: £3,262

Aim: Use Group Call system to communicate promptly with parents

Outcome: Improved attendance and parents attending academic review meetings and other school events

### **Project: Student rewards (VIVO)**

Cost: £4,675

Aim: Promote positive praise across the Academy

Outcome: Increase engagement with learning and reduced behavioural incidents

### **Project: Improved Transition**

Cost: £21,095

Aim: Core subject engagement sessions with feeder primaries

Outcome: Embed foundation for learning of prospective students

### **Project: Enrichment Opportunities**

Cost: £6,120

Aim: Provide other experiential learning for disadvantaged students outside of the classroom.

Outcome: Disadvantaged students will benefit from the range of activities that they would not normally experience outside of the school day. As a consequence, learning will be more embedded and self-esteem, confidence and motivation will be improved. The activities will broaden horizons and lift aspiration for students

### **Project: Key workers**

Cost: £53,612

Aim: Small group intervention for students with specific emotional and behaviour needs

Outcome: Improved engagement in learning, attendance and reduced behavioural incidents



## Pupil Premium Statement

The Pupil Premium is additional funding given to schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupils who are eligible for Free School Meals or have been eligible for Free School Meals during the previous six years, this is known as Ever 6, receive Pupil Premium funding, as are children whose Parents/Carers are in the services. Children who have been Looked After for one day or more, were adopted from care on or after 30<sup>th</sup> December 2005, have a special guardianship order or a residence order receive Pupil Premium Plus funding.

The Government believes that the Pupil Premium is the best way to address the current underlying inequalities between pupils eligible for Free School Meals (FSM) and their peers. Each individual school is held accountable for how they use their Pupil Premium allocation, in order that the funding is targeted towards those pupils who need it the most.

It is for the school to decide how the Pupil Premium is spent. Each school is responsible for monitoring both the use of the funding and the impact it is having upon relevant pupils. New measures will be included in the performance tables that will capture the achievement of the pupils receiving Pupil Premium funding.

The actual Pupil Premium allocation in 2014/15 and the estimated allocation for 2015/16 is shown below:

	Number of Students	Actual Funding 2014/15 £	Estimated Funding 2015/16 £
FSM Ever 6	435	413,224	416,725
Service Families	4	1,200	1,200
Looked After Child	4	6,002	4,273
<b>Total Pupil Premium</b>	<b>443</b>	<b>420,426</b>	<b>422,198</b>

### Objectives of Pupil Premium Funding

When making decisions about using Pupil Premium funding it is important to consider the context of the school and subsequent challenges faced.

Common barriers for disadvantaged students can be:

- Less support at home
- Weak language and communication skills
- More frequent behaviour difficulties
- Low aspirations
- Attendance and punctuality issues.

There may also be complex family situations that prevent students from making sustained progress. At Marine Academy Plymouth, we recognise that these challenges are varied and there is no one size fits all, we therefore personalise learning for our students.

Our key objective in using Pupil Premium Funding is to narrow the gap between vulnerable groups. Through targeted interventions we are working to eliminate barriers to learning and progress. For students who start at MAP with low attainment on entry, our aim is to ensure that they catch-up with their peers through additional maths and literacy interventions.

## **Key Principles of Pupil Premium Funding**

### **Respect**

We provide a culture where:

- Staff believe in all students
- There are no excuses made for underperformance
- Staff adopt an outcome focused approach to overcoming barriers to learning or to further challenge students
- Staff support students to develop their basic skills and aspirations towards being the best they can be.

### **Pupil Identification**

We ensure that:

- All teaching and support staff are involved in the analysis of data, receive important information about our disadvantaged student and their needs and contribute to the identification and intervention
- All staff are aware of who our disadvantaged students are
- All disadvantaged students benefit from the funding, not just those students who are underperforming or of a lower ability
- Underachievement at all levels is targeted, again not just for those lower attaining students
- Students individual needs are considered carefully so that we provide support for those students who could be doing "even better if..."

### **Improving Day to Day Teaching and Learning**

We continue to ensure that all students across the Academy receive good teaching by asking teachers to:

- Set high expectations
- Be good role models
- Ensure consistent implementation of the non-negotiables, e.g. Rewards and Sanctions Policy
- Share good practice across the Academy and 0-19 Campus but also draw on expertise from other professionals
- Provide high quality CPD
- Improve assessment through joint levelling and moderation.

### **Data**

We have:

- Invested in SISRA Analytics to provide detailed analysis of the performance of vulnerable students, supporting more rigorous quality assurance process and targeted interventions
- Remodelled the interventions provided to more directly link to improving levels of attainment
- Used research such as the Sutton Trust Toolkit and DfE website to support us in determining the strategies that will be most effective for our students.

## **Summary of main interventions**

### **Strengths:**

#### **Behaviour interventions:**

A significant proportion of our disadvantaged students experience high levels of social and emotional needs, which manifests itself in negative attitudes to learning. We have used significant resource this year to research the extent and impact of this for our students and develop/introduce an appropriate

structure to best support them. The number of Fixed Term Exclusions of Pupil Premium students has decreased from 83 to 47.

- Development, launch and associated staff training of a new Behaviour for Learning Policy with support from Clinical Psychologists
- Clinical psychologists, School Nurse and School Counsellor to support students with high-level social and emotional needs
- Introduction of dedicated Key Workers to support students with high-level behavioural needs
- Full-time Attendance Officer, EWO, and Child Protection/Welfare Officer

### **Phonics interventions:**

There is a direct correlation between our disadvantaged students and their levels of literacy, which prohibits their access to the curriculum and potential to progress.

ReadWriteInc – this programme was introduced for Year 7 and 8 students with literacy levels significantly below national age-related expectations. Quantitative data indicates significant increases in reading confidence, resilience and levels.

### **Reading Comprehension interventions:**

The percentage of students across all year groups who through Star Testing have been identified as below reading age benchmarks has decreased, with the decrease for disadvantaged students being the most evident.

### **Year 11 Breakfast, After-school, Holiday and Saturday Revision:**

Many of our disadvantaged students do not have the appropriate environment or support to work effectively at home. We therefore provided a number of opportunities for students to extend their time in the Academy with the support of teaching and support staff. The overall 5A\*C EM attainment measure for disadvantaged students has increased from 21% to 36%, and the gap between advantaged and disadvantaged students has decreased from 16% to 7%.

### **Areas for development:**

#### **Communication with Parents:**

We have looked to increase our levels of communication with parents using a range of strategies, including parent information evenings and Groupcall software. Whilst we made strides in this area, it is still a challenge to engage the parents of our most disadvantaged students. We have therefore allocated time in the teaching day for tutors and teachers specifically to phone home and arrange meetings/visits.

#### **Feedback:**

The quality of feedback and the use of dedicated improvement time was a focus last year; whilst improvements were evident in many cases, we are striving this year to achieve greater consistency across the Academy and our CPD/quality assurance practices reflect this.

#### **Use of TAs:**

Last year, the Academy restructured its use of TAs and introduced a tier of HLTAs, moving this support within learning areas so that they could provide a greater level of consistency and subject expertise to students most in need. This year, we plan to refine their use to achieve maximum impact, benchmarking this provision against the EEF Making Best Use of Teaching Assistants report.

#### **Higher Ability Disadvantaged Students:**

Greater focus this year on interventions for higher-ability disadvantaged students

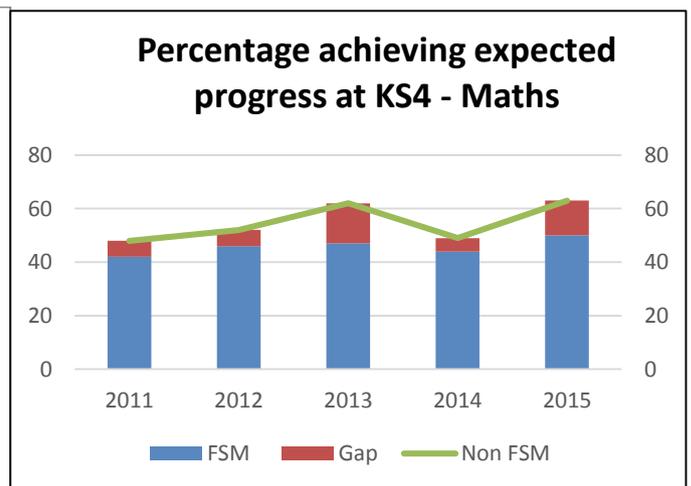
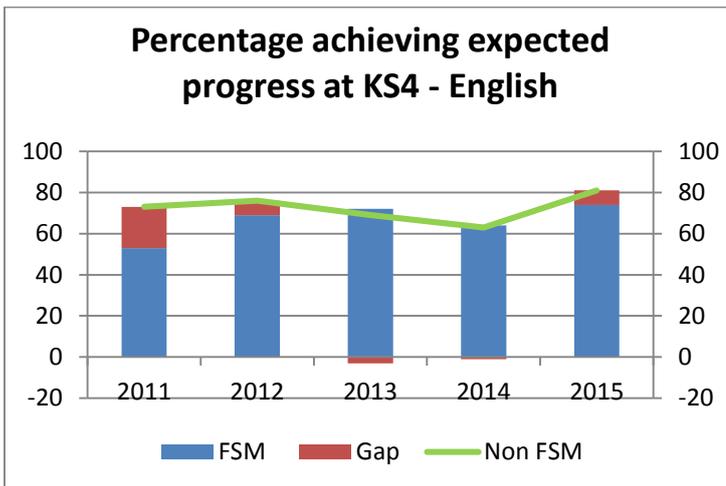
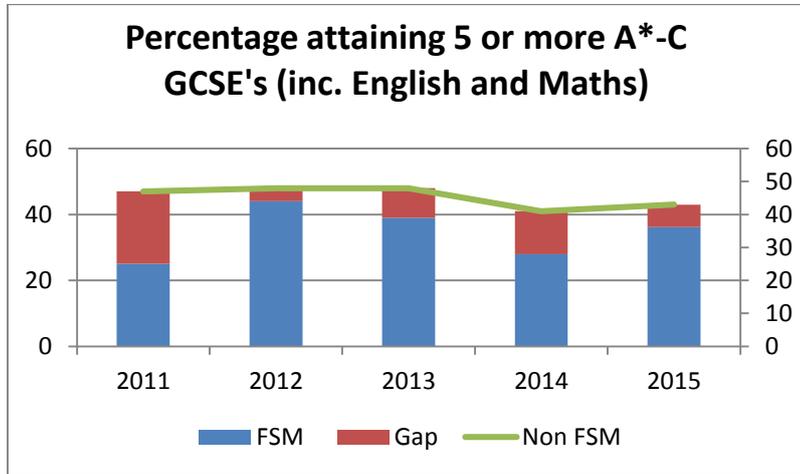
#### **Use of EEF Toolkit:**

Further analysis of the EEF Toolkit at Learning Area level to refine interventions

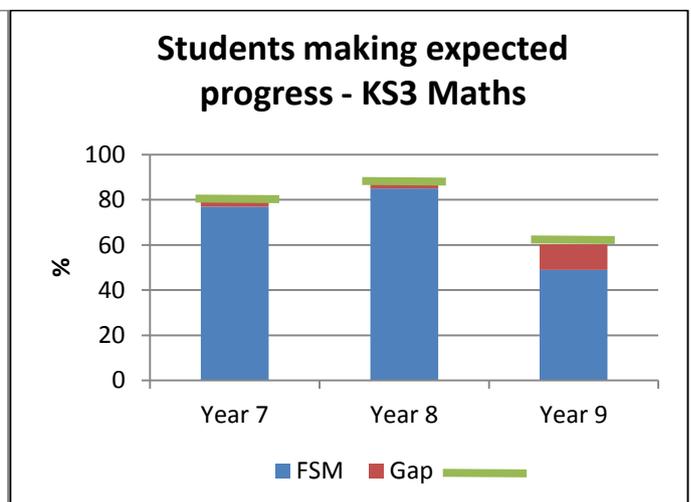
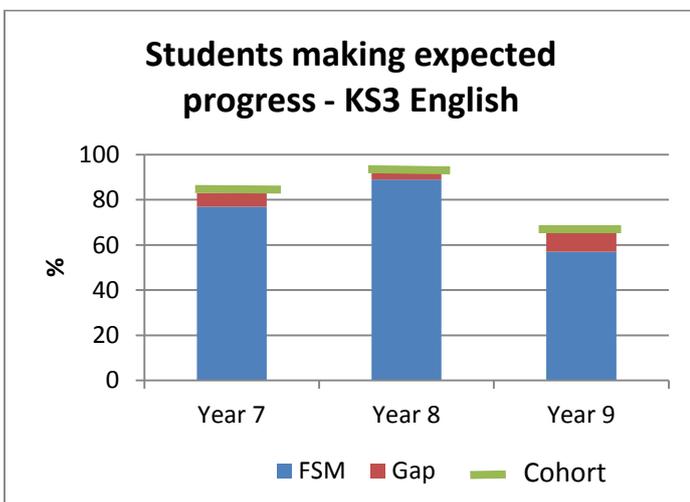
## 2014-2015 Pupil Premium Performance

Our key objective in using Pupil Premium Funding is to narrow the gap between vulnerable groups.

At Key Stage 4 the attainment gap has narrowed since 2011. Whilst overall the gap did increase in 2014, reflecting the changes to the assessment framework, the data for 2015 show an increase in the attainment for all students and a further narrowing of the gap.



At Key Stage 3 the data indicates that the gap has either been eliminated or significantly reduced across all year groups.



## Attendance data

Analysis of attendance data shows that the interventions are having a positive impact on the whole schools attendance over the last two years, with the most significant improvement seen in pupils attracting the pupil premium.

Year	2012/13			2013/14			2014/15		
	Average Attendance %			Average Attendance %			Average Attendance %		
	Non-Pupil Premium	Pupil Premium	Gap	Non-Pupil Premium	Pupil Premium	Gap	Non-Pupil Premium	Pupil Premium	Gap
Year 7	94.48	92.84	1.64	90.71	94.86	-4.15	95.53	93.83	1.70
Year 8	94.83	90.93	3.90	96.10	93.13	2.96	94.33	94.79	-0.46
Year 9	94.57	90.94	3.62	95.74	93.30	2.45	95.96	93.30	2.67
Year 10	94.89	92.40	2.49	95.44	94.26	1.18	95.70	93.13	2.57
Year 11	95.49	92.60	2.89	95.64	93.43	2.21	96.16	94.20	1.96
	<b>94.85</b>	<b>91.94</b>	<b>2.91</b>	<b>94.73</b>	<b>93.80</b>	<b>0.93</b>	<b>95.54</b>	<b>93.85</b>	<b>1.69</b>

## Retention Rates and Progression Routes

The analysis of year 11 student destination data shows that an increased number of students attracting pupil premium funding are staying on at 6<sup>th</sup> form. The increased number of students staying on into 6<sup>th</sup> form is likely to have a positive impact on students progressing to higher education and improved employment prospects.

	2014 Leavers			2015 Leavers		
	Non-Pupil Premium	Pupil Premium	Overall	Non-Pupil Premium	Pupil Premium	Overall
<b>MAP 6th Form</b>	71.43%	66.67%	68.83%	69.84%	70.59%	70.27%
<b>Other training Provider</b>	17.14%	27.38%	22.73%	12.70%	18.82%	16.22%
<b>Apprenticeship/Employment</b>	8.57%	4.76%	6.49%	15.87%	7.06%	10.81%
<b>Other</b>	2.86%	1.19%	1.95%	1.59%	3.53%	2.70%

## Student experience and reference to Specialism

Learning outside the classroom ensures that our students benefit from real life 'hands on' experiences; when they can see, hear, touch and explore the world around them and have opportunities to experience challenge and adventure.

The opportunities offered are reflected within each students learning as they transfer the skills learnt into the classroom and develop academically by giving students a 360 degree experience of learning, encompassing personal, social and leadership and allows our students to be more aware of the range of careers that may be open to them whether it is locally, nationally or internationally.

The first-hand experiences of learning outside the classroom can help to make subjects more vivid and interesting for pupils and enhance their understanding. It can also contribute significantly to pupils' personal, social and emotional development. These experiences include:

- Well over 200 educational visits throughout the Academic Year
- 25 different marine based opportunities throughout the Academic Year
- 11 residential opportunities throughout the Academic Year
- Continual development of Duke of Edinburgh Award scheme

## Governor Statement

The Governing Body has reviewed the way the Academy spends its Pupil Premium funding and are satisfied that the interventions are having a positive impact and that appropriate changes are implemented where spending is not supported by improved outcomes for students.