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Marine Academy Plymouth Pupil Premium 2015 – 2016

Pupil Premium: Where the Funding is spent...

Project: Accelerated Reading/Maths Schemes

Cost: £4,258

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

Anticipated outcome: Increased engagement on reading and improvements in student progress.

Project: Parental Engagement

Cost: £4,978

Aim: Use SIMS In-Touch to communicate promptly with parents.

Anticipated outcome: Improved attendance and parents attending academic review meetings and other school events.

Project: Key workers

Cost: £53,310

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

Anticipated 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.

Anticipated outcome: Improved attendance and parents attending academic review meetings and other school events.

Project: Enrichment Opportunities

Cost: £6,120

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

Anticipated 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: Uniform

Cost: £7,558

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

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

Project: Online Revision Resource

Cost: £2,578

Aim: Software designed to support students with revision.

Anticipated outcome: Embedded a culture of revision to improve levels of attainment.

Project: Student rewards (VIVO)

Cost: £4,007

Aim: Promote positive praise across the Academy.

Anticipated outcome: Increase engagement with learning and reduced behavioural incidents.

Project: Welfare and Attendance

Cost: £19,884

Aim: To improve student attendance.

Anticipated outcome: Improved attendance of students at MAP, improved attendance of Year 7's.

Project: Speech and Language Therapist

Cost: £5,458

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

Anticipated outcome: Improve communication skills and confidence of students by targeting specific need.

Project: Health and Wellbeing

Cost: £14,557

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

Anticipated 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.

Anticipated outcome: Improved attainment levels for students moving through the school.



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 30th 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 for Marine Academy in 2015/16 is shown below:

	Number of Students	Funding 2015/16 £
FSM Ever 6	435	388,788
Service Families	4	1,200
Looked After Child	4	4,273
Total Pupil Premium	443	395,198

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
- Student's 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. Consistency for Learning document, 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 advice to support us in determining the strategies that will be most effective for our students.

Personalised Learning

We ensure that we provide personalised learning and additional support which is effective by:

- Looking at the individual needs of each pupil and identify their barriers to learning or how to challenge them further through our support to teaching staff and the use of Group Raising Attainment Plans (GRAPs)
- Ensuring additional support staff and class teachers communicate regularly
- Providing CPD for staff to lead high quality interventions across the Academy
- Matching the skills of staff to the interventions they provide
- Working with other professionals to bring in additional expertise: Multi Agency Support Team (MAST), Educational Psychologists, Child, Adolescent, Mental Health Service (CAMHS), Paediatricians, Speech and Language Therapists (Dame Hannah's), Learning Mentors, Key Workers, Psychologists and Counselling etc.
- Providing extensive support for Parents/Carers to develop their own skills through Adult Learning opportunities held on the Campus, to support their children's learning within the curriculum, to help them manage in times of crisis and through developing their Literacy skills
- Tailoring interventions to the needs of the children, for example Skills intervention groups at Key stage 3 to target foundations skills of Literacy and mathematics
- Recognising and building on children's strengths to further boost confidence.

Priorities

This year our aim is to continue to close the gap between disadvantaged pupils and their peers; in particular we are focusing on closing the gap of our middle and higher prior attainers.

Summary of main interventions – Impact of Pupil Premium

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. A new behaviour policy was introduced in 2015/16 and has been further developed and embedded this year. A range of strategies continue to be used not just to support learning, but to help to ensure that all students are ready to learn. These include:

- 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
- Dedicated Key Workers to support students with high-level behavioural needs
- Full-time Attendance Officer, EWO, and Child Protection/Welfare Officer

Literacy 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.

A Read Write Inc programme has been introduced for KS3 students with literacy levels significantly below national age-related expectations. Quantitative data indicates significant increases in reading confidence, resilience and levels. A Higher Level Teaching Assistant has been appointed to the English area this year and has been trained in delivering literacy interventions including phonics. A paired reading programme takes place during active tutorial which provide 1:1 reading support to our struggling readers. There is also a literacy skills programme which targets students in KS3 who particularly struggle with their literacy skills.

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.

Areas for development:

Outcomes across the Academy:

Outcomes across the Academy still remain a challenge and therefore the impact of the intervention is yet to yield the expected results. In light of this, the Academy's leaders will continue to evaluate outcomes by reviewing all key measures including achievement, behaviour and attendance data through the half termly scorecard meetings with Heads of Year and the Area review meetings. Actions will focus on interventions with the aim of closing both the in-school gaps and those with the national non-disadvantaged. The ongoing evaluations will also inform budget setting for the following years.

Highest Quality Teaching for all:

Careful analysis is being made of recent research, Department for Education advice and suggested strategies for improving the attainment of disadvantaged students. Whole staff CPD in 2016/17 has already included supporting students with speech, language and communication needs, and further CPD will focus specifically on strategies proven to have the highest impact with disadvantaged students. This includes the further development of data informed teacher planning alongside the introduction of Atkinson reports, phonics and reading comprehension programmes.

Communication with Parents:

We have looked to increase our levels of communication with parents using a range of strategies, including parent information evenings and SIMS In-Touch 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. Communication with parents is also built in to the behaviour policy to ensure that staff maintain close and effective links with parents.

Student Aspiration:

A programme aimed at supporting high aspirations for all students through the use of a careers education and guidance programme delivered by tutors is being put in place this academic year. This will be monitored through student voice, destination data including the numbers progressing onto HE and FE.

Homework:

The use of homework to build on classroom learning and to develop independent study skills is a focus this academic year. This is being worked towards through the use of independent learning tasks set in subject areas, the use of Vivo and other rewards to support positive work and the inclusion of homework completion into the Academy behaviour policy. This will be monitored through the 'Show my homework' website and through the academy data captures, where teachers report on each student's independent learning.

2015-2016 Pupil Premium Performance

Percentage attaining 5 or more A*-C GCSE's (inc. English and Maths)			
	PP	Non PP	Gap
2014	23.20%	37.10%	13.90%
2015	37.70%	43%	5.30%
2016	21%	35.70%	14.70%

Year 11 2015-16							
English				Maths			
	Student count	Average points	Average grade		Student count	Average points	Average grade
All Students	126	4.13	D	All Students	125	4.11	D
Non-pupil Premium students	69	4.29	D+	Non-pupil Premium students	68	4.44	D+
Pupil Premium students	57	3.93	D	Pupil Premium students	57	3.72	D-

Progress 8							Attainment 8																				
Overall																											
		Cohort		All		Dis				Cohort		All		Dis													
		113		63						118		65															
		Score		-0.49		-0.73				School		40.66		36.83													
		CI +/-		0.20		0.26				National		49.50		52.72													
		Rank		90		95				Difference		-8.84		-15.88													
		Low		Middle		High				Low		Middle		High													
		All		Dis		All		Dis		All		Dis		All		Dis											
Cohort		34		23		67		34		12		6		Cohort		34		23		67		34		12		6	
Score		-0.02		-0.19		-0.69		-0.99		-0.75		-1.31		School		32.09		29.59		42.73		38.87		53.08		47.50	
National		0.00		0.19		0.00		0.14		0.00		0.07		National		28.56		31.32		49.01		50.77		64.30		65.12	
Difference		-0.02		-0.37		-0.69		-1.13		-0.75		-1.37		Difference		3.53		-1.74		-6.27		-11.90		-11.22		-17.62	
CI +/-		0.36		0.43		0.25		0.36		0.60		0.85		Diff (grades)		0.4		-0.2		-0.6		-1.2		-1.1		-1.8	
Rank						94		98		95		99															

- Headline data from 2015/16 has shown that the gap between attainment of pupil premium and non-pupil premium students has been inconsistent over the last three years and has increased in the academic year 2015/16.
- Progress 8 data also reflects little impact of interventions and a concerning gap in the progress of disadvantaged pupils. This gap is most significant in the middle and higher prior attainment bands.
- This data highlights the need for resources to be carefully focussed on raising the achievement of pupil premium students.

Attendance data

	2013/2014			2014/15			2015/16		
	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	90.71	94.86	-4.15	95.53	93.83	1.70	96.27	93.99	2.28
Year 8	96.10	93.13	2.96	94.33	94.79	-0.46	94.31	92.22	2.09
Year 9	95.74	93.30	2.45	95.96	93.30	2.67	93.61	92.51	1.1
Year 10	95.44	94.26	1.18	95.70	93.13	2.57	92.85	91.81	1.04
Year 11	95.64	93.43	2.21	96.16	94.20	1.96	96.43	91.76	4.67
Total	94.73	93.80	0.93	95.54	93.85	1.69	94.69	92.46	2.24

- Analysis of attendance data highlights that pupil premium students are attending less than non-pupil premium. This gap has been growing over the past 3 years and is of significant concern.
- Review and evaluation of the intervention and provision within Care 2 Achieve has resulted in a switch to Heads of Year from a vertical system. From 2016/17 Heads of Year are working closely students, parents, the Attendance Key Worker and the Educational Welfare Officer to ensure that any dips in attendance or punctuality are identified and addressed promptly.

Retention Rates and Progression Routes

	Destinations by percentage								
	2014 Leavers			2015 Leavers			2016 Leavers		
	Non-Pupil Premium	Pupil Premium	All students	Non-Pupil Premium	Pupil Premium	All students	Non-Pupil Premium	Pupil Premium	All students
MAP 6th Form	71.43	66.67	68.83	69.84	70.59	70.27	63.46	72.72	68.6
Other training Provider	17.14	27.38	22.73	12.70	18.82	16.22	26.92	18.18	22.88
Apprenticeship / Employment	8.57	4.76	6.49	15.87	7.06	10.81	7.69	6.06	6.78
Other	2.86	1.19	1.95	1.59	3.53	2.70	1.92	3.03	2.54

- The analysis of Year 11 student destination data shows that an increased number of students attracting pupil premium funding are staying on at 6th form. The increased number of students staying on into 6th form is likely to have a positive impact on students progressing to higher education and improved employment prospects.
- In 2015-16 no disadvantaged pupils became NEETs

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 student's learning as they transfer the skills learnt into the classroom. Helping the students develop academically by providing a 360 degree experience of learning; encompassing personal, social and leadership skills, allowing 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:
 - Over 280 educational visits throughout the Academic Year
 - Various marine based opportunities throughout the Academic Year

- Residential opportunities for all students throughout the Academic Year
- Development of Duke of Edinburgh Award scheme

Governor Statement

The Governing Body has reviewed the way the Academy spends its Pupil Premium funding and while the outcomes are not currently meeting expectations, the governors are confident that the leaders are thoroughly evaluating the spend. The Governing Body is satisfied that the current interventions and future foci for spending are on track. This includes improving teaching and learning across the Academy alongside the future interventions; using current data and a careful analysis of current research into strategies that are most effective in supporting the achievement of pupil premium students.