



the  
university  
school

Marine Academy Primary  
Pupil Premium  
2014 – 2015

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

### **Project: Library Development: Additional Resources**

Cost: £608.00

Aim: raise the profile of reading, increase reading skills, especially for boys and more able readers.

Outcome: increased attainment in reading and decrease in percentage of children underperforming.

### **Project: Targeted Support in the EYFS**

Cost: £12,769.00

Aim: improve basic language skills and build vocabulary. Build basic literacy and maths skills whilst also developing social and emotional skills so children are more ready to learn.

Outcome: percentage of children achieving a Good Level of Development maintained.

### **Project: 'The Thinking Child' CPD**

Cost: £250.00

Aim: staff's understanding of how children learn and how children develop their thinking skills.

Outcome: all staff have had the CPD opportunity to feel skilled and able to vary learning to develop and deepen children's thinking skills whilst also ensuring that they make links.

### **Project: Outdoor Learning**

Cost: £188.00

Aim: extend experiences and build confidence.

Outcome: increased confidence, improved social skills, greater independence and better collaborative skills and resilience.

### **Project: Online Assessment Tool**

Cost: £1,065.00

Aim: adopt an assessment tool to be able to track all children's progress and attainment effectively.

Outcome: all staff are aware of the progress of the children in their class and are able to identify children who require further support.

### **Project: Uniform**

Cost: £378.00

Aim: children in need are given uniform where appropriate.

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

### **Project: Dame Hannah's Speech and Language Therapist**

Cost: £7,875.00

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

Outcome: clear strategies and interventions provided to support children.



### **Project: Off Site Educational Visits and Visitors**

Cost: £921.00

Aim: provide other experiential learning for disadvantaged children outside of the daily curriculum.

Outcome: disadvantaged children 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 children will make greater progress.

### **Project: HLTAs in the EYFS and Year 1**

Cost: £15,800.00

Aim: Targeted support to support SEN and disadvantaged children.

Outcome: Children with SEN settle well and make good progress. In EYFS, percentage of children with SEN and/or disadvantaged children achieving a Good Level of Development and the pass mark in the Year 1 Phonics Screening Check, maintained.

### **Project: Increased Support in KS1 and KS2.**

Cost: £11,912.00

Aim: small group support to extend skills in Phonics, Reading, Writing and Maths.

Outcome: increased confidence and increased attainment in Phonics, Reading, Writing and Maths for those low attaining and high attaining but low performing disadvantaged children.

### **Project: Educational Psychology and MAST Support**

Cost: £421.00

Aim: targeted support provided to teachers and Parents/Carers.

Outcome: clear strategies provided to better support individuals and their families in order to ensure progress.

### **Project: Makaton Training and Resources**

Cost: £1,000.00

Aim: targeted support to support SEN and disadvantaged children in their language development.

Outcome: increased levels of Communication, Language and Literacy throughout the year in EYFS and Key Stage 1. The Academy will also be awarded the status of 'Makaton Friendly Organisation'.

## 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 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.

For the academic year 2014-2015, the initial Pupil Premium allocation to Marine Academy Primary is:

	<b>Number of Children</b>	<b>Total</b>
<b>Free School Meal and Ever6</b>	<b>39</b>	<b>£50,700</b>
<b>Service Families</b>	<b>2</b>	<b>£600</b>
<b>Looked After Child</b>	<b>1</b>	<b>£1,900</b>
<b>All Pupil Premium</b>	<b>41</b>	<b>£53,200</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 children can be:

- ★ Less support at home
- ★ Weak language and communication skills
- ★ Low attainment on entry to the Early Years Foundation Stage
- ★ More frequent behaviour difficulties
- ★ Low aspirations
- ★ Attendance and punctuality issues.

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

Our key objective in using Pupil Premium Funding is to narrow the gap between vulnerable groups. As a school we have an excellent record of ensuring that pupils make good progress:

***“Outcomes within the EYFS are already above city averages. Rates of progress from below average starting points are extremely strong. Positively 78% of those entitled to FSM reached a Good Level of Development. With a negative gap here early intervention must be strong and bodes well for the future.”***

Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach their Age Related Expectations (ARE) as they move through the Academy.

## Key Principles of Pupil Premium Funding

### Respect

We provide a culture where:

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

### Increasing Learning Time

We maximise the time children have to learn through:

- ★ Inviting Parents/Carers to join the children each morning from 8:30am to 8:55am for their Early Morning Learning
- ★ Provide early intervention for children in Reception, with all children's language and communication being screened on entry to the Academy and interventions put in place
- ★ Extend learning out of school hours through extra-curricular activities from 3:10pm to 4:10pm daily.

### Pupil Identification

We ensure that:

- ★ All teaching and support staff are involved in the analysis of data, receive important information about our disadvantaged pupils and their needs and contribute to the identification and intervention
- ★ All staff are aware of who our disadvantaged pupils are; children's names are highlighted in blue on weekly plans, class lists and Targeted Intervention Provision Maps
- ★ All disadvantaged pupils benefit from the funding, not just those children who are underperforming or of a lower ability
- ★ Underachievement at all levels is targeted, again not just for those lower attaining pupils
- ★ Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if..."

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

We continue to ensure that all children across the Academy receive good teaching, with all teaching 'Good or better' by asking teachers to:

- ★ Set high expectations
- ★ Be good role models
- ★ Address any within-Academy variance
- ★ Ensure consistent implementation of the non-negotiables, e.g. Responding to Children's Learning Policy and the Positive Behaviour Management 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 ensure that:

- ★ All staff are involved in the analysis of data through Moderation, Pupil Progress Meetings and Inclusion Reviews so that they are fully aware of the progress and attainment of their pupils but also the strengths and weaknesses across the Academy
- ★ Interventions are monitored on a weekly basis with CSMART (Challenging, Specific, Measurable, Achievable, Realistic, Timely) targets set and reviewed regularly
- ★ We use research such as the Sutton Trust Toolkit and DfE website to support us in determining the strategies that will be most effective for our pupils.

## **Personalised Learning**

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

- ★ Looking at the individual needs of each child and identifying their barriers to learning or how to challenge them further through our Inclusion Reviews and Targeted Intervention Provision Maps three times a year
- ★ 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, Art Therapists 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 with their children through the SPOKES Programme
- ★ Tailoring interventions to the needs of the children, for example Pre-Teach in Maths to support children in the afternoons to learn a new concept in Maths as they would struggle to retain this information through the single input at the start of the lesson
- ★ Recognising and building on children's strengths to further boost confidence.

### **Priorities**

This year our aim is to continue to raise standards in reading, by enthusing all children to become avid readers. To this end, we will continue to develop our home reading scheme and continued reward system for reading at home and will develop our Library in the Primary to instil a love of reading in our children and extend reading resources.

In addition, we are adopting a new whole school approach to Learning in the Natural Environment to support children in developing their Personal, Social and Emotional skills whilst also providing experiential learning across the curriculum with a large emphasis on the application of basic skills.

We want all children to be able to talk confidently about their learning, where they are and what they need to do to improve.

We are determined to maintain high levels of Good Level of Development at the end of EYFS and in the Year 1 Phonic Screening Check, whilst also ensuring that all groups are achieving above the national average.

To increase parental engagement even further in learning, we are extending support on offer for Parents/Carers through skills sessions, training in the curriculum, inviting families to spend time in school with their children through 'Bring Your...to School' sessions and providing targeted Parents'/Carers' Meetings to support them in helping their children at home. We will also provide a crèche provision to increase attendance at these events.

## The Impact of Pupil Premium Funding

The Academy's evaluation of its own performance is rigorous and tracking of progress over time for each pupil is thorough so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement. The impact of Targeted Interventions is analysed half termly as assessment data is gathered and input. Moderation of data between teachers in school and other schools also takes place at this time. Follow up support is then put in place if an intervention is not having the desired impact and different interventions decided upon.

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

In 2015, we used a range of data to analyse the impact of our Pupil Premium Funding spending, this will include:

- ★ End of key stage data
- ★ Phonics Screening Check Outcomes
- ★ Early Years Foundation Stage data
- ★ End of Key Stage 1 data
- ★ Current data based on Teacher Assessments
- ★ Intervention analysis
- ★ Outcomes of observations, work scrutinies, learning walks and pupil conferencing
- ★ Stakeholder feedback
- ★ Governor visits

### Attendance

The analysis of Attendance Data shows that the interventions are having a positive impact on the whole school's attendance with the gap between non-disadvantaged and disadvantaged children's attendance closing.

Group	2014-15 Attendance	Gap 2014-15	Gap 2013-14
Non-Disadvantaged Children	96.6%	<b>0.8%</b>	<b>1.3%</b>
Disadvantaged Children	95.8%		

## 2014-2015 Pupil Premium Performance

Marine Academy Primary

### Inspection Dashboard



The inspection dashboard is designed to show at a glance how well previous cohorts demonstrated characteristics of good or better performance. It contains a brief overview of published data for the last three years. It shows progress first, including from the main starting points.

It includes the key groups: disadvantaged pupils, those who have special educational needs (SEN), girls and boys. Achievement of disadvantaged pupils is compared with the national performance of other (non-disadvantaged) pupils. Cohort sizes are shown; data for very small groups should be treated with caution.

The front page summarises strengths and weaknesses based on only the 2015 data shown in the dashboard, so cannot include absence or EYFSP until their 2015 data are shown in a later release. The strengths give an indication of some features of good or better performance in 2015, highlighting consistency across starting points, subjects or groups.

#### Strengths in 2015

- Disadvantaged KS1 pupils had an average point score equal to or above the national score for other pupils in reading, writing & mathematics.
- The proportion of disadvantaged KS1 pupils that attained at least Level 2B was equal to or above the national figure for other pupils in writing.
- The proportion of disadvantaged KS1 pupils that attained at least Level 3 was equal to or above the national figure for other pupils in reading.
- The proportion of Year 1 pupils that met the expected standard in phonics was above the national figure.

#### Weaknesses in 2015

- No weaknesses were identified in this dataset

Where a group is identified as in the lowest 10%, it has been compared with the lowest 10% of schools based on the figures for all pupils, and not the figures for the group nationally.

- ★ At the end of Reception in 2014/15, all children who were in receipt of Pupil Premium funding achieved a Good Level of Development. This is an improvement on the number of children from the same vulnerable group in 2013/14.
- ★ In the Year 1 Phonics Screening Check, the number of disadvantaged children achieving the check mark was in line with National averages.
- ★ At the end of Key Stage 1, disadvantaged from Marine Academy Primary were at or above other pupils nationally in reading, writing and maths in 2015.

## Marine Academy Primary

### KS1 average point score and closing the gaps

Statistically significant results are highlighted for all pupils, boys and girls. They are denoted by a green (sig+) or red (sig-) symbol. Closing the gaps charts show gaps between disadvantaged and other pupils (nationally and in the school). Bars extending to the right show positive gaps, with disadvantaged above other, while those to the left show negative gaps. Figures in brackets are the number (n) of pupils.

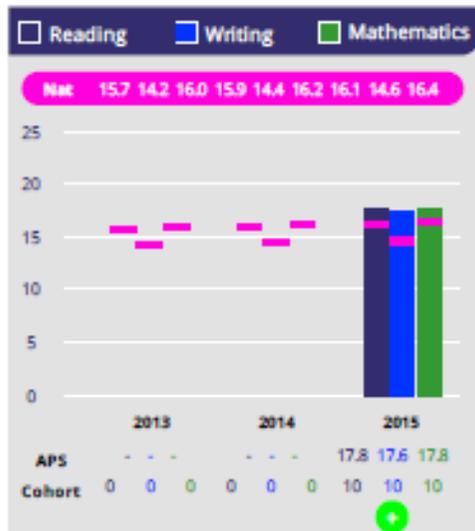
#### All pupils



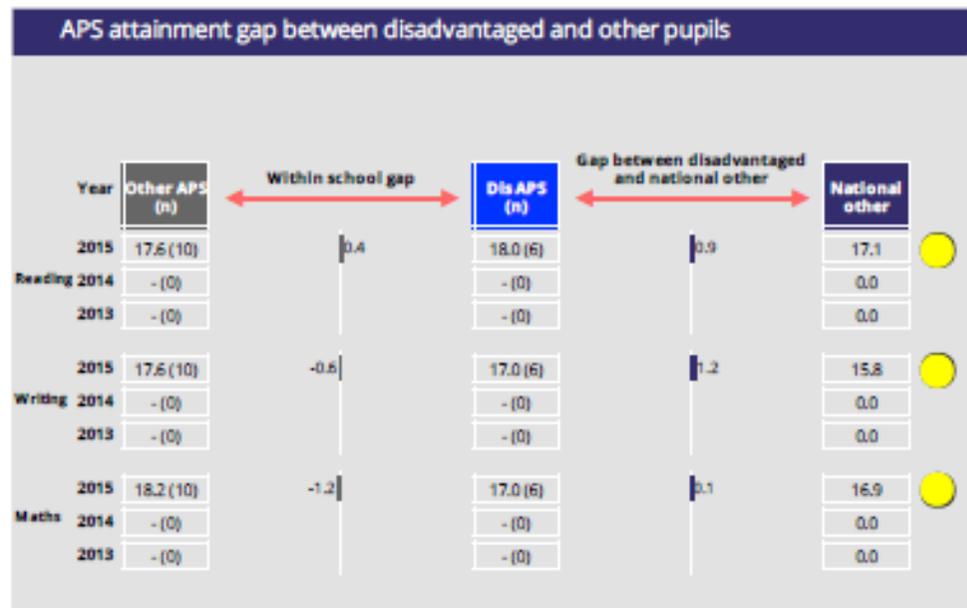
#### SEN no EHC/statement



#### Boys



#### Girls



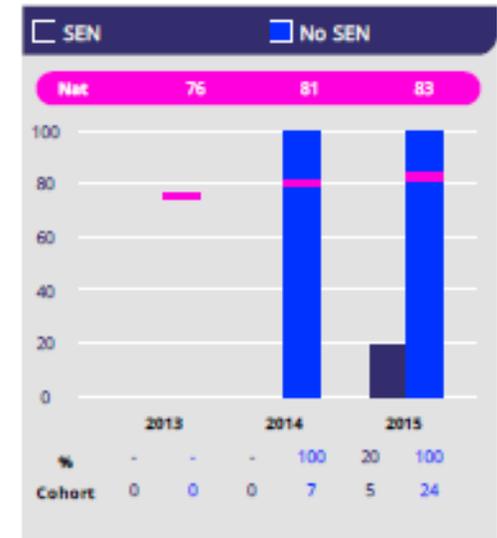
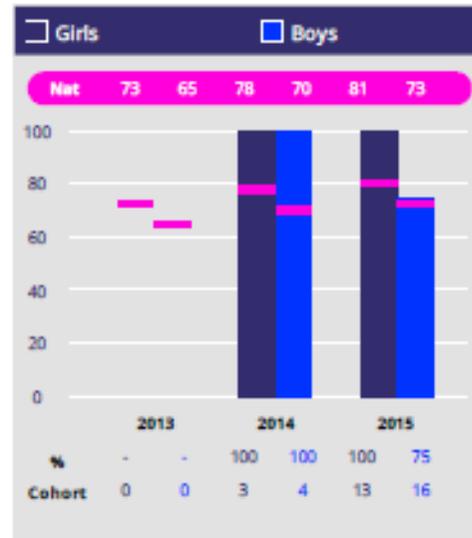
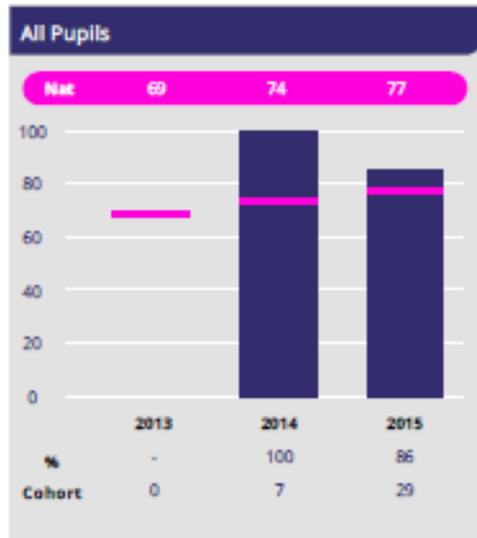
- Disadvantaged were well below other pupils nationally in 2015\*
- Disadvantaged were at or above other pupils nationally in 2015

\*well below means that the gap is 4 points or more

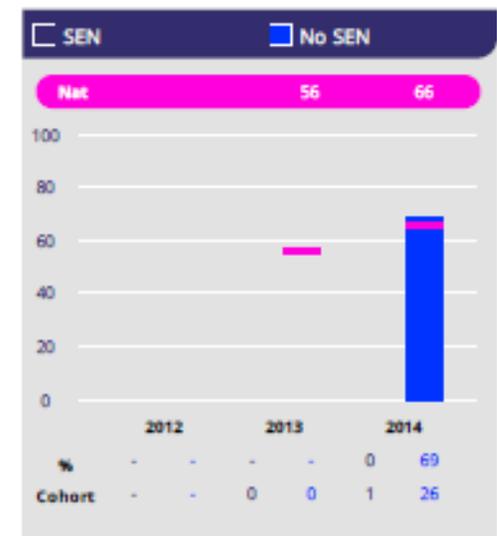
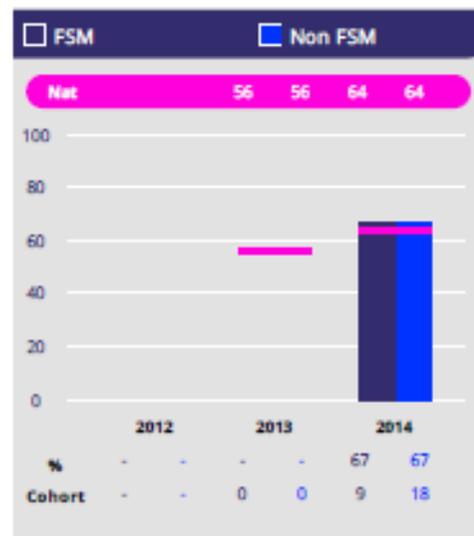
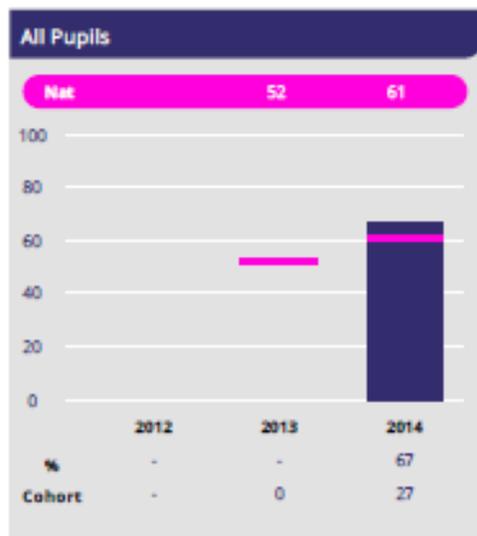
## Marine Academy Primary Phonics and Early Years Foundation Stage Profile

Charts display combined figures for SEN with an EHC plan/statement and SEN without an EHC plan/statement. The current format of Early Years Foundation Stage Profile data starts from 2013; the 2015 data are not yet available.

### Phonics Year 1 % of pupils that met the expected standard



### Early Years Foundation Stage Profile % of pupils that achieved a good level of development



## **2014-2015 Pupil Experience and Reference to Specialism**

Learning outside the classroom and Curriculum Enrichment activities ensure that our pupils 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 pupil's learning as they transfer the skills learnt into the classroom and develop academically by giving pupils a 360 degree experience of learning, encompassing personal, social, spiritual, moral and cultural development and allows our pupils to be more aware of life in Modern Britain.

The first-hand experiences of learning outside the classroom can help to make learning 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:

- ★ Educational visits throughout the Academic Year – one visit or visitor to the Academy every half term for every class.
- ★ Various marine based opportunities throughout the Academic Year including links with the National Marine Aquarium and the Marine Biological Association.

### **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.