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# Marine Academy Primary Pupil Premium Funding 2015 – 2016

## Pupil Premium: Where the Funding is spent... Direct Funded Initiatives

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

Contribution from Pupil Premium: £5,000.00

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

Outcome: to increase attainment in reading and decrease the percentage of children underperforming.

### **Project: Speech and Language Therapy Service**

Contribution from Pupil Premium: £8,000.00

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

Outcome: to improve communication skills and confidence for these children by targeting specific need. The impact will be analysed and reported on through the work done by the Speech and Language Therapist.

### **Project: Groupcall**

Contribution from Pupil Premium: £1,500.00

Aim: a new text message system to be used to communicate with Parents/Carers.

Outcome: to improve attendance by having immediate contact with Parents/Carers when pupils are not present. Additionally, to improve Home/Academy communication and ensure Parents/Carers are aware of events at the Primary. The impact will be reviewed through analysis of attendance data for key pupils.

### **Project: Lend Me Your Literacy Project**

Contribution from Pupil Premium: £1,000.00

Aim: raise the profile of writing, especially for boys and disadvantaged more able writers through an online tool which celebrates pupils' writing.

Outcome: to increase attainment in writing and decrease the percentage of children underperforming whilst providing Parents/Carers an opportunity to view the writing online.



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

Contribution from Pupil Premium: £7,000.00

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 gain self-confidence.

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

Contribution from Pupil Premium: £1,500.00

Aim: provide disadvantaged pupils with external support to overcome any barriers to learning and provide targeted support provided to teachers and Parents/Carers.

Outcome: clear strategies provided to better support individuals and their families in order to ensure progress. Disadvantaged children receive tailored support from a range of professionals to meet their needs in an appropriate way.

### **Project: Subsidised Breakfast and After School Clubs**

Contribution from Pupil Premium: £5,000.00

Aim: to deliver a Breakfast and After School Club facility which is affordable, sustainable and of a high quality led by experienced members of the staff team. These staff members understand the high expectations at the Academy and will therefore encourage the children to continue their learning outside of the Academy.

Outcome: disadvantaged pupils get the best start to the day with a healthy breakfast and in After School Club, children are encouraged to read to an adult and complete their Home Learning. Families of disadvantaged pupils will benefit from affordable childcare outside of school hours with Clubs being available from 7:30am until 6:00pm. The After School Club will ensure a healthy tea for all children.

### **Project: Outdoor Learning Opportunities**

Contribution from Pupil Premium: £6,500.00

Aim: an Outdoor Learning Assistant will deliver a programme of activities to extend experiences, promote sustainable living and build the confidence of disadvantaged pupils.

Outcome: increased confidence, improved social skills, greater independence and better collaborative skills and resilience will be seen throughout all children and an understanding of how to look after animals and grow our own vegetables and fruit.

## Pupil Premium: Where the Funding is spent... Other Costs Built Into Budget

### **Project: Targeted Support in the Early Years Foundation Stage**

Total Cost: £28,778.00

Contribution from Pupil Premium: £11,803.00

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. Targeted support will provide small group and in class support to extend skills in Phonics, Reading, Writing and Maths.

Outcome: children settle into the Early Years Foundation Stage well and increased attainment in Phonics, Reading, Writing and Maths for those low attaining children and high attaining but low performing disadvantaged children.

### **Project: Enhanced Continued Professional Development**

Total Cost: £1,500.00

Contribution from Pupil Premium: £563.00

Aim: equip staff to provide targeted support to children who are currently behind in their development and provide staff with the necessary strategies to support learners with challenging behaviour.

Outcome: all staff are provided with clear strategies to better support individuals to ensure progress. Disadvantaged children receive tailored support and interventions to meet their needs in an appropriate way following staff having had relevant training.



### **Project: Free Uniform**

Cost: £1406.00

Aim: children in need are given uniform where appropriate and all children wear PE kit which meet hygienic and safety standards and encourage positive attitudes.

Outcome: all disadvantaged children will benefit from this opportunity that increases inclusion and removes barriers to learning. There will also be increased confidence, a sense of unity and appropriate kit which allows children to try out a range of sports.

### **Project: Enhanced Teaching Assistants in the Early Years Foundation Stage and Key Stage One**

Total Cost: £46,562.00

Contribution from Pupil Premium: £17,461.00

Aim: targeted support for children with Special Educational Needs and disadvantaged children.

Outcome: children transition effectively into their new class and make good progress. Most disadvantaged children and children with SEN will make expected progress with some children making better than expected progress. Pupils will have bespoke and targeted termly interventions. All adults will contribute to the evaluation of planning to ensure misconceptions are addressed.

### **Project: Increased Support in Key Stage One and Key Stage Two**

Cost: £41,595.00

Contribution from Pupil Premium: £15,477.00

Aim: Targeted 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.

## **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 2015-2016, the initial Pupil Premium allocation to Marine Academy Primary is:

	<b>Number of Children</b>	<b>Total</b>
<b>Free School Meal and Ever 6</b>	<b>86</b>	<b>£80,410</b>
<b>Service Families</b>	<b>11</b>	<b>£3,300</b>
<b>Looked After Child</b>	<b>2</b>	<b>Dependent on Pupil Premium+</b>
<b>All Pupil Premium</b>	<b>99</b>	<b>£83,710</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:

***“Achievement gaps between disadvantaged pupils and their peers have closed. Similarly, pupils identified with special educational needs are also making outstanding progress.”***

**Marine Academy Primary Ofsted Report, June 2015**

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 minimum expectations and 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 close the gap between disadvantaged pupils and their peers; in particular we are focusing on closing the gap of our lower attainers in Writing. We also aim 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 to this, 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.

## **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 2015/16, 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

## 2015-2016 Pupil Premium Performance

### Percentage of Children Achieving the Expected Standard: Early Years Foundation Stage

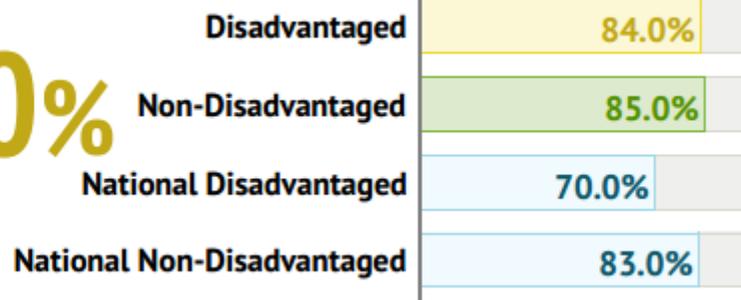
◆	Pupils		Minimum Steps progress in Reception (all AoLs)			Early Years Foundation Stage Early Learning Goals													
						Communication (Max 9)		Physical (Max 6)		Personal (Max 9)		Combined Prime AoLs (Max 24)		Combined Specific AoLs (Max 27)		All Combined AoLs (Max 51)		% at 34+ inc 6+ in Com & PSE	% at Good Level of Development
	No.	%	% at 4+	% at 5+	% at 6+	% at 6+	Avg Score	% at 4+	Avg Score	% at 6+	Avg Score	% at 16+	Avg Score	% at 18+	Avg Score	% at 34+	Avg Score		
All Pupils	45	100.0	71.1	48.9	17.8	86.7	6.2	91.1	3.9	88.9	6.1	86.7	16.2	75.6	18.1	73.3	34.4	73.3	71.1
Males	28	62.2	71.4	42.9	17.9	85.7	6.0	92.9	4.0	89.3	6.0	85.7	16.1	78.6	18.2	75.0	34.3	75.0	71.4
Females	17	37.8	70.6	58.8	17.6	88.2	6.5	88.2	3.8	88.2	6.3	88.2	16.5	70.6	18.0	70.6	34.5	70.6	70.6
In Care	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FSM	6	13.3	33.3	33.3	33.3	83.3	6.0	83.3	3.8	83.3	5.7	83.3	15.5	66.7	16.7	66.7	32.2	66.7	66.7
Not FSM	39	86.7	76.9	51.3	15.4	87.2	6.2	92.3	3.9	89.7	6.2	87.2	16.4	76.9	18.3	74.4	34.7	74.4	71.8
Pupil Premium	11	24.4	54.5	54.5	18.2	90.9	6.5	90.9	4.0	90.9	6.3	90.9	16.8	81.8	18.4	81.8	35.2	81.8	81.8
Not Pupil Premium	34	75.6	76.5	47.1	17.6	85.3	6.1	91.2	3.9	88.2	6.1	85.3	16.1	73.5	18.0	70.6	34.1	70.6	67.6
SEN Support	5	11.1	60.0	40.0	20.0	40.0	4.6	60.0	3.2	60.0	4.8	40.0	12.6	20.0	13.6	20.0	26.2	20.0	20.0
Education, health and care plan	1	2.2	0.0	0.0	0.0	0.0	3.0	0.0	2.0	0.0	3.0	0.0	8.0	0.0	9.0	0.0	17.0	0.0	0.0
Not SEN	39	86.7	74.4	51.3	17.9	94.9	6.5	97.4	4.1	94.9	6.4	94.9	16.9	84.6	18.9	82.1	35.8	82.1	79.5
Academically More Able	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- ★ At the end of the EYFS, we reported a 71% Good Level of Development which should put us above national and local averages for the third year running.
- ★ There is also only a very small gap between FSM and Non-FSM pupils achieving a Good Level of Development with 66.7% of FSM children achieving it and 71.8% of Non-FSM children.
- ★ There is a larger gap between disadvantaged and non-disadvantaged children with 81.8% of disadvantaged children achieving a Good Level of Development, in comparison to 67.6% of non-disadvantaged children.

## Percentage of Children Achieving the Expected Standard: Y1 Phonics

### Disadvantaged

84.0%



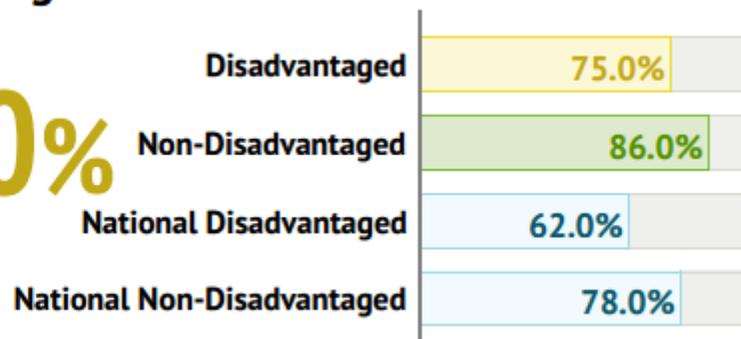
Cohort size = 19

- ★ The proportion of disadvantaged children at Marine Academy Primary achieving the expected standard in Year 1 phonics is 1.0% less than the non-disadvantaged children's average, but 14.0% greater than the national disadvantaged children's average.

## Percentage of Children Achieving the Expected Standard: End of KS1 – Reading

### Disadvantaged

75.0%



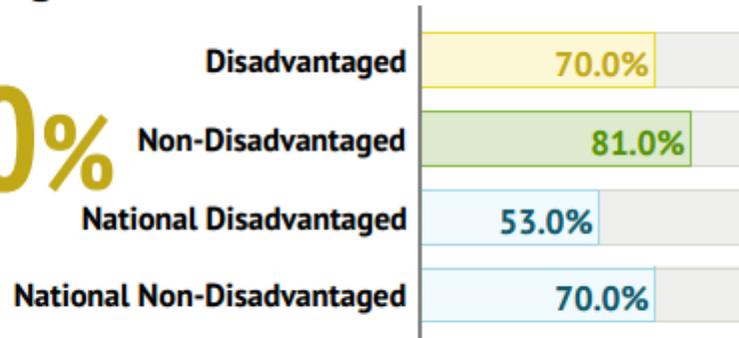
Cohort size = 20

- ★ The proportion of disadvantaged children at Marine Academy Primary working at the expected standard in Reading is 11.0% less than the non-disadvantaged children's average, but 13.0% greater than the national disadvantaged children's average.

## Percentage of Children Achieving the Expected Standard: End of KS1 – Writing

### Disadvantaged

70.0%



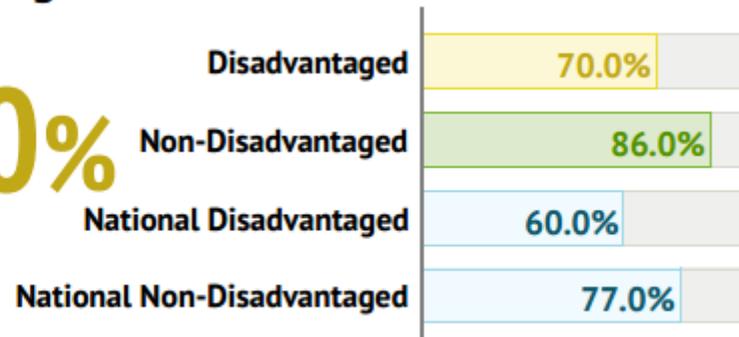
Cohort size = 20

- ★ The proportion of disadvantaged children at Marine Academy Primary working at the expected standard in Writing is 11.0% less than the non-disadvantaged children's average, but 17.0% greater than the national disadvantaged children's average.

## Percentage of Children Achieving the Expected Standard: End of KS1 – Maths

### Disadvantaged

70.0%



Cohort size = 20

- ★ The proportion of disadvantaged children at Marine Academy Primary working at the expected standard in Maths is 16.0% less than the non-disadvantaged children's average, but 10.0% greater than the national disadvantaged children's average.

## 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	2015-16 Attendance	Gap 2015-16	Gap 2014-15	Gap 2013-14
Non-Disadvantaged Children	96.8%	<b>0.7%</b>	<b>0.8%</b>	<b>1.3%</b>
Disadvantaged Children	96.1%			

## 2015-2016 Pupil Experience and Reference to Specialism

Outdoor Learning and Off Site Educational Visits and Visitors 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, the Marine Biological Association and Plymouth University.

## **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 pupils.