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Marine Academy Primary Pupil Premium Funding 2016 – 2017

Pupil Premium: Where the Funding is spent...

Project: Groupcall

Contribution from

Pupil Premium: £1,685.00

Aim: a text message system, which will increase further the communication with Parents/ Carers and overall parental engagement.

Outcome: 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 disadvantaged pupils in comparison to other groups.

Project: Joining Forces (Club for Service Children)

Contribution from Pupil Premium: £251.00

Aim: lunchtime club for Service Children run by teachers providing children with the time to make something for or write to the person who is on deployment.

Outcome: Service Children will benefit from having the opportunity to speak to other children who have a family member in the Services and staff will use the time to support and talk to the children about how they were feeling and address any worries they may have.

Project: Speech and Language Therapy Service

Contribution from Pupil Premium: £7,209.00

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

Outcome: 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: Maths Club

Contribution from Pupil Premium: £400.00

Aim: extra-curricular activity designed to support children with an additional need in Maths to develop their confidence and maximise progress in the subject.

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



Project: Library Development: Additional Resources

Contribution from Pupil Premium: £2,000.00

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: Off Site Educational Visits and Visitors

Contribution from Pupil Premium: £10,002.00

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.

Pupil Premium: Where the Funding is spent...



Project: Educational Psychology and MAST Support

Contribution from Pupil Premium: £4,880.00

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. A Learning Mentor will work with children one-to-one for one day per week supporting their wellbeing and consequently increase pupil progress.

Project: Subsidised Breakfast and After School Clubs

Contribution from Pupil Premium: £14,292.00

Aim: 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: Playrangers

Cost: £4,238.00

Aim: children are supported throughout lunchtimes to develop their social skills and learn a range of games to play outside.

Outcome: all disadvantaged children will benefit from this opportunity that increases inclusion and allows children to try out a range of sports.

Project: Free Uniform

Cost: £3,750.00

Contribution from Pupil Premium: £1,215.00

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: Learning in the Natural Environment and Outdoor Learning Opportunities

Contribution from Pupil Premium: £9,400.00

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: to increase the confidence, improve social skills, develop independence, improve collaborative skills and develop resilience in the disadvantaged learners. Children will develop an understanding of how to look after animals and grow our own vegetables and fruit.

Pupil Premium: Where the Funding is spent...

Project: Targeted Support in the Early Years Foundation Stage

Total Cost: £28,778.00

Contribution from Pupil Premium: £15,902.00

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. The percentage of children achieving a Good Level of Development will be maintained.

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

Total Cost: £46,562.00

Contribution from Pupil Premium: £25,633.00

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: £23,518.00

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.

Project: Specialist Learning Resources

Contribution from Pupil Premium: £10,192.00

Aim: a variety of learning resources and assessment tools (including Target Tracker) will be used to ensure disadvantaged pupils make expected progress.

Outcome: disadvantaged children are supported to make further progress and early intervention is appropriately put into place.

Project: Enhanced Continued Professional Development

Contribution from Pupil Premium: £2,030.00

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 and disadvantaged learners to maximise progress and attainment.

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.

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 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.

The Pupil Premium for 2016 to 2017 includes pupils recorded in the January 2016 school census who are known to have been eligible for free school meals (FSM) since May 2010, as well as those first known to be eligible at January 2016.

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 2016-2017, the initial Pupil Premium allocation to Marine Academy Primary is: **£132,596.00**

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 higher attainers in Writing and to ensure that the gap at the end of Key Stage 1 is in line with the gap nationally. 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 2016/17, we have used a range of data to analyse the impact of our Pupil Premium Funding spending, this includes:

- ★ 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

2016-2017 Pupil Premium Performance

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

| | Early Years Foundation Stage Early Learning Goals | | | | | | | | | | | | | | | | | | | |
|---------------------------------|---------------------------------------------------|-------|------------------------------------------------|---------|---------|-----------------------|-----------|------------------|-----------|------------------|-----------|------------------------------|-----------|---------------------------------|-----------|----------------------------|-----------|------------------------------|--------------------------------|--|
| | Pupils | | Minimum Steps progress in Reception (all AoLs) | | | 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 | 58 | 100.0 | 93.1 | 91.4 | 86.2 | 87.9 | 6.2 | 84.5 | 3.9 | 89.7 | 5.9 | 79.3 | 15.9 | 77.6 | 17.7 | 72.4 | 33.7 | 72.4 | 70.7 | |
| Males | 30 | 51.7 | 93.3 | 90.0 | 86.7 | 80.0 | 5.8 | 76.7 | 3.7 | 86.7 | 5.8 | 73.3 | 15.3 | 70.0 | 17.0 | 63.3 | 32.3 | 63.3 | 63.3 | |
| Females | 28 | 48.3 | 92.9 | 92.9 | 85.7 | 96.4 | 6.5 | 92.9 | 4.0 | 92.9 | 6.0 | 85.7 | 16.6 | 85.7 | 18.5 | 82.1 | 35.1 | 82.1 | 78.6 | |
| In Care | 0 | 0.0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| FSM | 8 | 13.8 | 100.0 | 100.0 | 75.0 | 75.0 | 5.8 | 75.0 | 3.6 | 75.0 | 5.6 | 75.0 | 15.0 | 75.0 | 17.1 | 75.0 | 32.1 | 75.0 | 75.0 | |
| Not FSM | 50 | 86.2 | 92.0 | 90.0 | 88.0 | 90.0 | 6.2 | 86.0 | 3.9 | 92.0 | 6.0 | 80.0 | 16.1 | 78.0 | 17.8 | 72.0 | 33.9 | 72.0 | 70.0 | |
| Pupil Premium | 14 | 24.1 | 92.9 | 92.9 | 78.6 | 78.6 | 6.0 | 85.7 | 3.9 | 78.6 | 5.6 | 78.6 | 15.5 | 85.7 | 18.0 | 78.6 | 33.5 | 78.6 | 78.6 | |
| Not Pupil Premium | 44 | 75.9 | 93.2 | 90.9 | 88.6 | 90.9 | 6.2 | 84.1 | 3.8 | 93.2 | 6.0 | 79.5 | 16.1 | 75.0 | 17.7 | 70.5 | 33.7 | 70.5 | 68.2 | |
| SEN Support | 4 | 6.9 | 75.0 | 75.0 | 75.0 | 75.0 | 6.0 | 75.0 | 3.5 | 75.0 | 5.3 | 75.0 | 14.8 | 25.0 | 16.0 | 25.0 | 30.8 | 25.0 | 25.0 | |
| Education, health and care plan | 0 | 0.0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Not SEN | 54 | 93.1 | 94.4 | 92.6 | 87.0 | 88.9 | 6.2 | 85.2 | 3.9 | 90.7 | 6.0 | 79.6 | 16.0 | 81.5 | 17.9 | 75.9 | 33.9 | 75.9 | 74.1 | |
| Academically More Able | 0 | 0.0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |

- ★ At the end of the EYFS, we reported a 71% Good Level of Development, which is 5% above the Plymouth Local Authority average and should also put us above the national average but this is still to be confirmed.
- ★ This year 79% of disadvantaged children in Reception achieved a Good Level of Development in comparison to 51% of disadvantaged children across Plymouth LA achieving the same.
- ★ Disadvantaged children in Marine Academy Primary have also out performed their non-disadvantaged counterparts with 68% of non-disadvantaged children achieving a Good Level of Development at the end of Reception.
- ★ As a consequence of the good results, particularly in Writing, that we saw last year, we have been asked to be part of a research project with the Local Authority. Please see email below:

Dear Siobhan

I hope you are well.

I am currently undertaking a project to establish what good practice in the teaching of early writing looks like. As part of my

research I have examined the EYFSP data for 2017 and have identified schools where the percentage of children achieving the Early Learning Goal for writing is high in comparison to the Plymouth and national figures. Your school falls in to this group as the number of children achieving the ELG is higher than the Plymouth average and high when the number of children eligible for free school meals is taken in to account.

The next phase of the project is to visit schools with higher than average results in the writing ELG to talk to Reception class teachers about their provision for the teaching of early writing to establish some good practice patterns or trends and find out about any innovative or creative work taking place in Plymouth schools. As part of this professional discussion, I will be happy to share additional ideas for developing early writing based on the research I have already undertaken.

The ultimate aim is to disseminate good practice more widely to raise standards across Plymouth.

If you are happy for me to visit your school, I would be extremely grateful if you could indicate so, by responding to this email.

Very best wishes

Mel

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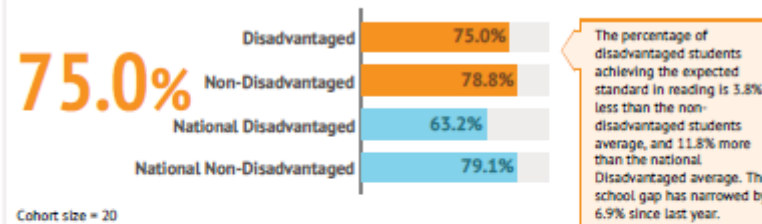
Percentage of Children Achieving the Expected Standard: Y1 Phonics

| Breakdown | Cohort | Number absent / didn't take the test | Number not achieving the expected standard | Number achieving expected standard | School % | National benchmark |
|----------------------------------|--------|--------------------------------------|--------------------------------------------|------------------------------------|----------|--------------------|
| All pupils | 57 | 0 | 8 | 49 | 86 | 81 |
| Male ? | 32 | 0 | 3 | 29 | 91 | 78 |
| Female ? | 25 | 0 | 5 | 20 | 80 | 85 |
| Disadvantaged ? | 8 | 0 | 2 | 6 | 75 | 84 |
| Other ? | 49 | 0 | 6 | 43 | 88 | 84 |
| Ever 6 FSM ? | 7 | 0 | 2 | 5 | 71 | 84 |
| Children looked after ? | 0 | 0 | 0 | 0 | N/A | 81 |
| SEN with statement or EHC plan ? | 1 | 0 | 1 | 0 | 0 | 81 |
| SEN support ? | 7 | 0 | 4 | 3 | 43 | 81 |
| No SEN ? | 49 | 0 | 3 | 46 | 94 | 87 |
| English first language ? | 54 | 0 | 8 | 46 | 85 | 81 |
| English additional language ? | 3 | 0 | 0 | 3 | 100 | 81 |

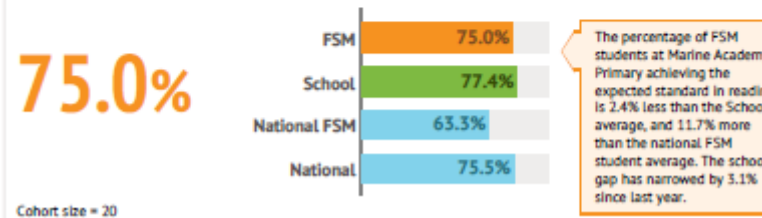
- ★ Pupil Premium (Ever 6 FSM) children performed well but lower than their Non-Pupil Premium counterparts within school and nationally.
- ★ The number of children in the group who were Disadvantaged was 8 and 2 of them also had SEN Support.

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

Disadvantaged



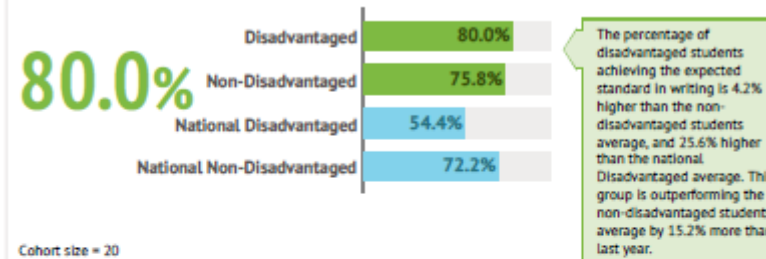
Free School Meals



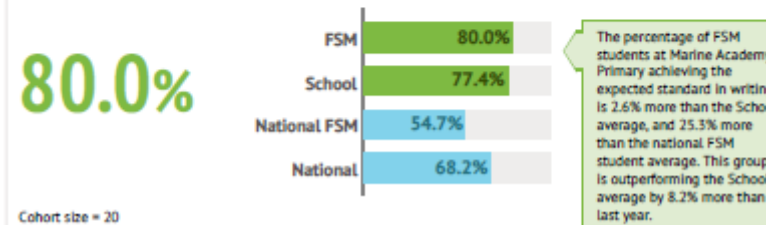
- ★ In comparison to the academic year 2015/16, children who were disadvantaged in 2016/17 performed better.
- ★ The gap between the non-disadvantaged and disadvantaged children is now 3.8%.
- ★ The disadvantaged children at Marine Academy Primary performing 11.8% better than disadvantaged children nationally.
- ★ The school gap between FSM and all children has narrowed to 3.1% this year.
- ★ FSM children at Marine Academy Primary have performed 11.7% more than FSM children nationally.

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

Disadvantaged



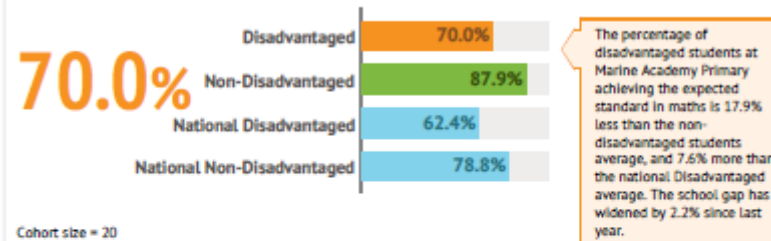
Free School Meals



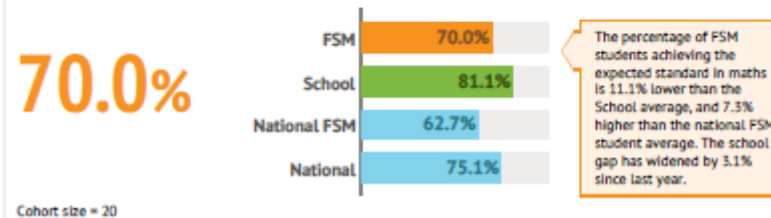
- ★ In comparison to the academic year 2015/16, children who were disadvantaged in 2016/17 performed better.
- ★ In Writing, disadvantaged children actually performed 4.2% better than their non-disadvantaged counterparts.
- ★ The disadvantaged children at Marine Academy Primary performing 25.6% better than disadvantaged children nationally.
- ★ The school gap between FSM and all children has closed and FSM children have performed 2.6% better than all pupils within the Academy.
- ★ FSM children at Marine Academy Primary have performed 25.3% more than FSM children nationally.

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

Disadvantaged



Free School Meals



- ★ In comparison to the academic year 2015/16, children who were disadvantaged in 2016/17 performed better.
- ★ The gap between the non-disadvantaged and disadvantaged children is 17.9%.
- ★ The disadvantaged children at Marine Academy Primary performing 7.6% better than disadvantaged children nationally.
- ★ FSM children at Marine Academy Primary have performed 7.3% more than FSM children nationally.

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 | 2016-17 Attendance | Gap 2016-17 | Gap 2015-16 | Gap 2014-15 |
|----------------------------|--------------------|-------------|-------------|-------------|
| Non-Disadvantaged Children | 96.8% | 0.1% | 0.7% | 0.8% |
| Disadvantaged Children | 96.7% | | | |

- ★ Pupil Premium attendance and Non-Pupil Premium attendance is in line and above the target of 96%. With there being no gap, we have no concerns overall.
- ★ Staff members are very aware of who the children are in their class that are in receipt of Pupil Premium funding and are continuing to encourage them to be punctual and attain well where there are any concerns.
- ★ Groupcall has also enabled staff to easily contact Parents/Carers when their child is absent if they have not called in.

2016-2017 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, Plymouth University and local beaches.

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.