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BRIGHTER**

Marine Academy Primary Pupil Premium Funding 2017 – 2018

**CONNECT
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Pupil Premium: Where the Funding is spent...

Project: Animal Therapy

Contribution from Pupil Premium: £1,000.00

Aim: Provide opportunities for disadvantaged children to work with animals and learn how to care for them and respect them.

Outcome: children will develop independent and collaborative skills, empathy and citizenship. Children's wellbeing will improve as a result of caring for the animals. The collaborative approach will be positive as a result of well-designed tasks led by the Outdoor Learning Teaching Assistant, which are structured and promote talk and interaction between the learners. Children will learn skills which are transferrable to the classroom and will also be able to talk about how to care for animals with their peers.

Project: Meta Cognition and Self-Regulation – Growth Mindset and ‘Change the MAP of Your Mind’

Contribution from Pupil Premium: £6,500.00

Aim: Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly.

Outcome: pupils will develop a repertoire of strategies to choose from during learning activities and know how to use them to manage their own motivation towards learning and make accelerated progress. The outcomes will be shown through the End of Key Stage 2 Assessment results and will be tracked throughout the year using Target Tracker. Disadvantaged pupils will develop a common language for learning, which will highlight their increased levels of resilience.



Project: Play Rangers

Contribution from Pupil Premium: £5,000.00

Aim: Play Ranger will provide stimulating options for pupils to play together during lunchtimes.

Outcome: children will develop independent skills, empathy and citizenship through collaborative play. They will also increase their levels of respect towards each other. Year 6 children will be trained as Play Leaders and will use these newly learnt skills to further positive play at lunchtimes and as a result, their leadership skills will flourish ensuring they are secondary ready

Project: Specialist Learning Resources

Contribution from Pupil Premium: £3,000.00

Aim: a variety of learning resources, including those focused on the Arts and assessment tools (including Target Tracker) will be used to ensure disadvantaged pupils make expected progress and are engaged with learning.

Outcome: disadvantaged children are supported to make further progress and early intervention is appropriately put into place. Improved outcomes will be identified in English, Maths and Science learning in the older disadvantaged children across the Academy. Children's levels of engagement in the classroom will also increase as a result.

Pupil Premium: Where the Funding is spent...

Project: Groupcall

Contribution from Pupil Premium: £2,000.00

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: £200.00

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: £8,000.00

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: STEM Club

Contribution from Pupil Premium: £1,000.00

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

Outcome: increased confidence and increased attainment in STEM areas 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: £14,000.00

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 make greater progress.

Pupil Premium: Where the Funding is spent...

Project: Educational Psychology and MAST Support

Contribution from Pupil Premium: £5,300.00

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. Two Learning Mentors will work with children one-to-one for one day per week each, supporting their wellbeing and consequently increase pupil progress.

Project: Subsidised Breakfast and After School Clubs

Contribution from Pupil Premium: £11,000.00

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: Free Uniform

Cost: £3,500.00

Contribution from Pupil Premium: £1,015.00

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: £15,238.00

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: £8,346.00

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:
£13,503.00

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: £82,047.00

Contribution from Pupil Premium: £47,151.00

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: Enhanced Continued Professional Development

Total Cost: £1,500.00

Contribution from Pupil Premium: £435.00

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, 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 2017 to 2018 includes pupils recorded in the January 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.

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:

	Number of Children	Total
Free School Meal and Ever 6	105	£138,600.00
Service Families	20	£6,000.00
Looked After Child	2	Dependent on Pupil Premium+
All Pupil Premium	127	£144,600.00

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. We are aiming to ensure that the gap at the end of Key Stage 2 is in line with the gap nationally, as this will be the first academic year that children will sit the end of Key Stage 2 Assessments.

We also aim to continue to further develop resilient learners, by enthusing all children to become avid learners. To this end, we will continue to develop our language for learning and continued system for talking about Growth Mindset in the Primary to instil a love of learning in our children and increase resilience. 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, in the Year 1 Phonic Screening Check, at the end of Key Stage 1 and Key Stage 2, 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 2017/18, we have used a range of data to analyse the impact of our Pupil Premium Funding spending, this includes:

- ★ End of Key Stage 2 data
- ★ Years 1 and 2 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



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.