

Pupil premium strategy statement (secondary)

1. Summary information					
School	Marine Academy Plymouth				
Academic Year	2017/18	Total PP budget	392,898	Date of most recent PP Review	July 2017
Total number of pupils	849	Number of pupils eligible for PP	470	Date for next internal review of this strategy	External review Jan 18
2. Current attainment					
			FSM 6 - 57		Non FSM 6 - 68
% achieving 9-4 in Maths and English			14		33.8
Attainment 8 score average			27.2		35.3
Progress 8 score average			-1.16		-0.79
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	Poor attendance of PP students.				
B.	Attitudes to learning				
C.	Quality of teaching and learning				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Low aspiration within local community				
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)				Success criteria	
A.	Increase in Attainment 8 score of PP students			Attainment 8 score of 35	
B.	Increase in attendance of PP students and narrowing of attendance gap between PP and non-PP students.			Attendance data. Target 93%	

C.	Improved behaviour and attitude to learning of PP students	Significant increase in the time PP students are successfully accessing first phase teaching by ensuring Ready to Learn alters their behaviour. Number of Isolation referrals for PP students to decrease throughout the year.
D.	Improved aspiration	PP attendance on trips and careers events to result in tracked career goals. Zero NEETs

5. Planned expenditure					
Academic year	2017/18				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase in attainment 8 score of PP students, particularly high prior achievers.	Renaissance Learning	Positive impact of this intervention in previous academic years. Low reading ages of new intake. EEF toolkit indicate that this is potentially a low cost medium impact intervention.	Analysis of termly reports.	Head of English / SENCO	Termly – based on analysis STAR reading test progress data.
	Speech therapy services	Identified and observed poor communication skills of new intake students, particularly SEN students. Long referral times for NHS services in this area. Benefits or early intervention.	Monitored by SENCO	SENCO	Annual review of progress of targeted students using progress data and speech and language reports.
	Skills Project	Targeted intervention programme addressing key literacy and numeracy skills in KS3 students.	Monitored by SENCO and line manager through Appraisal process	SENCO	Annual review of intervention. Review of progress of students taking part in this intervention at end of each teaching and learning cycle.
	Numeracy, literacy and science key stage leads	English KS3 lead working on Plymouth Oracy project aimed at improving teachers' theoretical and pedagogical knowledge. Has also written whole school literacy programme for KS3	Line manager meetings. Curriculum Area Reviews. Appraisal	Area Leaders	Data capture progress data and exam data.

	Foreign Language Assistant	Native speaker to work with students on written and oral MFL work.	Teacher assessment data and option numbers.	ODB	After data captures Annually through exam data
	External course provision	Vocational courses commissioned to increase the breadth of curriculum offer which better aligns with the needs of students. Aimed at increasing engagement with learning, promoting positive self esteem, confidence and work skills	Monitoring of outcomes. Quality assurance visits by MAP staff.	NT	After data captures Annually through exam data
	Behaviour and academic recovery programmes	Offsite provision providing intensive behaviour and academic recovery programmes aimed at improving engagement with the academy and promoting positive self esteem	AVP Care to Achieve to work closely with providers including attending review meetings and making visits to ensure provision is adequate.	KEM	Termly reviews of the provision Annually
	The Night Club, aimed at improved engagement in homework and accelerated pupil progress	After school independent learning sessions for students in all year groups. A moderate impact low cost intervention. (EEF)	Delivered and monitored by Vice-Principal.	BPS	Annually
	Reading Mentors Scheme	6 th form students and TAs reading 1:1 with low ability KS3 readers. Individual instruction is described a low cost moderate impact intervention (EEF)	Monitored by SENCO in co-ordination with English area leader.	SENCO	Three times a year, using STAR test data
Total budgeted cost					£103,436

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Increase in attendance of PP students and narrowing of attendance gap between PP and non-PP students.	Tutor phone licences and headsets	Aim to embed culture of direct tutor involvement with parents of tutees, reducing reliance on year team. Parental engagement is a moderate impact moderate cost intervention (EEF).	Monitoring through Line manager meetings with pastoral leads.	KEM	Annually.
	SIMS In-touch	An interactive system used to communicate with parents regarding attendance, achievement and behaviour aimed at improving attendance by having immediate contact with parents when students of not at the academy. Generally improvement home / school communication	Monitoring through Line manager meetings with pastoral leads.	KEM	Annually
	Care to Achieve	Includes key staffing costs including a proportion of the AVP Care 2 Achieve salary and the restructured HoY and Assistant HoY provision.	Monitoring of attendance, behaviour and achievement data Quality assurance reviews of the pastoral provision. Appraisal objective linked directly to attendance outcomes.	KEM / NW Pastoral line management meetings.	Termly impact reports for the student and welfare committee. Annually.
	Assistant Heads of Year	To assist Heads of Year in ensuring students are ready to learn and to manage all pastoral issues.	Attendance targets to be included in appraisal targets set during line management meetings with HoY. KEM to meet regularly with HoY. Appraisal objective linked directly to attendance outcomes.	KEM	Annually as well as through line management systems.
	Education Welfare Officer	On site access to an Educational welfare officer	To improve student attendance at MAP, and work closely with students with low attendance. Termly monitoring reports.	EWO to work closely with KEM and hold regular meetings	Annually.

Improved behaviour and attitude to learning of PP students	Enrichment Opportunities	A range of additional opportunities provided outside of the classroom with the aim of improving self-esteem, confidence and motivation and also to broaden horizons and lift aspirations of students. Sailing experiences have positively impact on 965 students since MAP opened. Students have altered the direction of their lives by deciding to follow a career in the sailing industry after first experiencing sailing through MAP.	AVP designated to oversee delivery of Enrichment Opportunities	HWM	Annually
	Psychology Associates	To work with students on re-tracking behaviour to meet expectations within new behaviour policy.	Line managed by AVP	KEM	Annually
	School Uniform - year 7	Students are provided with free school uniform for their first year at MAP.	Transition from KS2/3 is managed through Open Evenings, Induction evenings, transition days and SEND transition events. Parental feedback is gathered at these events.	KEM	Annually
	Student Rewards	Weekly voucher raffle prizes for 100% attendance. Use of Class Charts for rewards as well as monitoring behaviour and intelligent seating plans.	Monitored by AVP Care to Achieve and the Curriculum Area Reviews.	KEM	Termly review
	Specialist managed packages	Alternative educational provisions for student who need additional support with their education	Monitored by AVP Care to Achieve through liaising with off-site providers and through review meetings.	KEM	On-going monitoring and review.
Total budgeted cost					£288,212

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Low aspiration within local community	ROC Family Mentoring Project	Redeeming our Communities project will provide mentoring support to families with significant need	Monitored by AVP Care to Achieve	KEM?	Annual review
Total budgeted cost					£1,250

6. Review of expenditure																
Previous Academic Year		2016/17														
i. Quality of teaching for all																
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost												
<p>Maths - Improved numeracy for borderline students</p> <p>English – improved attainment data for all students</p>	Numeracy, literacy and science key stage leads	<p>Times tables intervention – Partially met</p> <p>Some students improved their outcomes in maths, most improved their timetables</p> <table border="1"> <tr> <td>Average Ongoing Phonics Test points increase for disadvantaged students (FSM6)</td> <td>61.6</td> </tr> <tr> <td>Average Ongoing Phonics Test points increase for non-disadvantaged students</td> <td>104.2</td> </tr> <tr> <td>Average Star Test Reading Age Increase for disadvantaged students (FSM6)</td> <td>0.84</td> </tr> <tr> <td>Average Star Test Reading Age Increase for non-disadvantaged students</td> <td>0.25</td> </tr> <tr> <td>Percentage of KS3 Graduation for disadvantaged students (FSM6)</td> <td>80.00%</td> </tr> <tr> <td>Percentage of KS3 Graduation for non- disadvantaged students</td> <td>50.00%</td> </tr> </table> <p>KS3 lead to oversee redrafting of curriculum and development of Oracy Project began in Easter 2017.</p>	Average Ongoing Phonics Test points increase for disadvantaged students (FSM6)	61.6	Average Ongoing Phonics Test points increase for non-disadvantaged students	104.2	Average Star Test Reading Age Increase for disadvantaged students (FSM6)	0.84	Average Star Test Reading Age Increase for non-disadvantaged students	0.25	Percentage of KS3 Graduation for disadvantaged students (FSM6)	80.00%	Percentage of KS3 Graduation for non- disadvantaged students	50.00%	<p>Will continue approach, but also need an approach for how this is integrated into the curriculum.</p> <p>This year 1 hour per week of HLTA time is devoted to year 7 catch up for those achieving a standardised score of 97 – 99.</p> <p>Times tables will continue to run, but for those students who are below 95 with their standardised score and who show a need to improve ,mental methods</p> <p>New intake of Year 7 students who are identified on the urgent intervention list from Star Tests will be tested for phonics/ Unit of Sounds and included in the programme as necessary.</p> <p>The remaining year 8 or Year 9 students who are still in the phonics programme because they did not graduate last year will receive support with STAR Testing 1:1 with JA in Term 1 Year 9/ individual 1:1 attention until they graduate.</p> <p>Target Sub 100 students who were not making good or exceptional progress. Class teachers made aware key students in Year 8; further intervention support put in place - Units of Sound in Year 8.</p>	15,985
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<p>Improving students reading comprehension and engagement with reading.</p>	<p>Renaissance Learning</p>	<p>Percentage of students classed as requiring urgent intervention (standardised score below 77) dropped from September to July from 11% to 4% in year 8 and from 12% to 4% in year 7. Average pupil premium progress Of 2.3 exceeded that of non-pupil premium</p>	<p>Renaissance learning is effective in getting all students to read books at an appropriate level of challenge. STAR test data is extremely useful to look at alongside class data to highlight students in need of intervention.</p>	<p>3,215</p>
<p>Improved literacy and numeracy for low ability KS3 students</p>	<p>Skills Project</p>	<p>Good impact in year 7 with students who received this intervention making more than year average or close to year average progress. Data for year 8 and 9 showed skills students making significantly less than average progress in literacy or numeracy</p>	<p>More frequent (8 weekly) reviews of student progress in this intervention. Synchronising with Teaching and Learning cycles.</p>	<p>8,527</p>
<p>Raise outcomes and improve progress at KS3 and KS4 French classes.</p> <p>Improve speaking skills and prepare students for the rigorous new speaking assessment in Year 11.</p> <p>Instil a love of learning of French.</p> <p>Inspire students to consider studying a language at GCSE and beyond.</p>	<p>Foreign Language Assistant</p>	<p>KS5: Olivia Foulkes. A grade at A2 French. FLA worked with her on a weekly basis. Positive 16.7 residual but not PP. KS4: Year 11 3.8% A-C 2% 3LOP. 19% students FSM6 but 0% 3LOP and 0% A-C. KS3: Year 7/8/9 average grade 5 for FSM6 same as rest of year group.</p>	<p>PP students are prioritised during class time across all year groups.</p> <p>Year 11 have focused on their speaking assessments with the FLA and have been coached regarding the new exams skills.</p> <p>FLA has assisted with moderation process for year 11 assessments.</p> <p>FLA has started a lunchtime club aimed at exam skills for KS4.</p> <p>FLA has also assisted with the creation of rigorous and meaningful assessments in line with the new GCSE specification.</p>	<p>6,542</p>

	Education Welfare Officer	EWO accessibility from being on-site enabled greater interaction between attendance officer / Heads of Year to target EWO visits and intervention purposefully. As a result of this the majority of cases under EWO showed improved attendance.	Regular structured contact improved relationships and communication.	6,798
	Student rewards	Use of VIVO rewards system. Un-spent vivo points and points not allocated by teachers indicate that this was not a value for money vehicle for motivating students.	As a result of evaluation of use of Vivos and search of alternative packages on market, Class Charts has been bought in to for next academic year.	1,931
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance, behaviour and attainment data	Care to Achieve	While there were improvements in behaviour on the back of the cultural strategy with both C3+ referrals and fixed term exclusions declining throughout the year, low level disruption continued to persist and as a result student progress and outcomes were impacted upon.	New behaviour system introduced in September 2017 – Ready to Learn.	207,965
	Key workers	The role of Key Worker was reviewed early in the year and a decision was made in the first part of the spring term to introduce Assistant Heads of Year. The impact of the Key Worker role was limited to very few pupils. However, the pupils assigned to Key Workers did sign significant improvements in attendance, behaviour and academic outcomes.	Role discontinued and Assistant Heads of Year introduced with specific attendance remit linked to appraisal.	61,705
	Attendance Co-ordinator	Absence levels throughout 2016-17 increased on the previous years; 2016-17: All = 7.5% from 5.9%. PP = 8.15 from 6.9%. Along with the Key Worker role the Attendance Coordinator was discontinued.	Role discontinued and Assistant Heads of Year introduced with specific attendance remit linked to appraisal.	14,010

	School Uniform - year 7	Students are provided with free school uniform for their first year at MAP. This has been a significant factor in MAP achieving its PAN for the September 2017 intake. Already first choice applications for September 2018 are 8 over PAN.	Will continue to review this spend against other priorities.	9,781
	Specialist managed packages	Students are placed at external provision for a set period of time to address specific behavioural or emotional need.	Students find the return to mainstream a struggle and as such a careful re-integration plan is needed using the Beacon Park facility. It is important that students are fully aware that their eventual return is dependent on engagement with both sets of provision.	8,228
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
	Enrichment Opportunities	MAP continues to prioritise enrichment opportunities. Last academic year our pupils engaged in 10,744 participant days in off-site trips. While not all targeted at PP the experiences have developed a range of key life skills, broadened aspirations and helped to focus pupils on career goals. Sailing experiences for all new year 7s on induction and residential opportunities throughout the year.	Wide impact on a significant number of students has helped settled students on induction to the academy, broaden horizons and provided opportunities to experience the local environment. Sailing experiences have significantly developed personal and team working skills. However, tracking the impact on attainment and destinations still needs to be refined. Sailing experiences do use up a significant proportion of this budget.	11,514
	Psychology Associates	Support for students with emotional difficulties. 1:1 advice and guidance to staff. The aim of this is to improve attendance and attainment for the most vulnerable students, and improve staff capacity to support these students.	Clinical Psychologists to be used more in support of vulnerable students.	10,000
	School Counsellor	1:1 Counselling support for students provided 1 day per week.		840

	Revision Packages	<p>Tasomai science package. Science value added decreased further on 2016, although PP group improved slightly:</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>-1.10</td> <td>-1.34</td> <td>-0.88</td> </tr> <tr> <td>2017</td> <td>-1.17</td> <td>-1.26</td> <td>-1.07</td> </tr> </tbody> </table>		All	PP	NPP	2016	-1.10	-1.34	-0.88	2017	-1.17	-1.26	-1.07	Ended Tasomai and have introduced an intervention based around the structured use of revision guides, which is more in line with the new science specifications and reformed GCSEs.	3,825
	All	PP	NPP													
2016	-1.10	-1.34	-0.88													
2017	-1.17	-1.26	-1.07													
	SIMS In-Touch	Improved communication with parents		1,495												
	Breakfast Clubs	<p>Impact was very limited and reflected the academy wide under performance at key Stage 4.</p> <ul style="list-style-type: none"> • 10 intervention students out of 56 - 18% secured a Level 5 or above. (Whole Y11 cohort 14.3%) • 25 intervention students out of 56/ 45% secured a Level 4 or above. (Whole Y11 cohort 36.5%) 	<p>Small group intervention 2 or 3 students (rather than larger groups) Monitor and track students closely and continue intervention until secure (rather than two week cycle) Early entry Literature Year 10, which will help prioritise students needing intervention in Year 11 in 2019. Quality first teaching - 2 target students in class, with HoD/KS coordinators to track, monitor, intervene as necessary.</p>	500												

7. Additional detail

Appendices:

- 2017 Interim analysis
- 2017/18 plan