MARITIME ACADEMY

PUPIL PREMIUM STRATEGY

2026-2027

Maritime Academy

Part of the Thinking Schools Academy Trust

Date of determination: October 2026

Review date: October 2027

THINKING SCHOOLS ACADEMY TRUST

STRENGTH – PRIDE – UNITY

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School overview

Detail	Data
School name	Maritime Academy
Number of pupils in school	891
Proportion (%) of pupil premium eligible pupils	32% (283)
Academic year/years that our current pupil premium strategy plan covers (1 year)	2026-2027
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Matt Evans
Pupil premium lead	Jimmy Carr
Governor / Trustee lead	Nick Forward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259,754
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£259,754

Part A: Pupil premium strategy plan

Statement of intent

Maritime Academy believe that the most important purpose of our school is to maintain an environment in which every pupil can achieve academic excellence and personal success through the delivery of a challenging and robust curriculum, well matched to the needs and interests of our pupils. Maritime Academy sets high expectations and aspirations for all pupils regardless of their gender, race, culture or economic background. Pupils within these groups should achieve at the same level or higher than the wider cohort.

Our 'five waves of learning' and our 'five digital sails to success' are at the heart of our curriculum. Being a One:One school enables pupils from all backgrounds to create consistent routines, reduce cognitive load and become good digital citizens.

Maritime Academy works to ensure that the provision provided for all pupils includes both direct approaches in 'closing the gap', alongside more creative solutions which influence academic achievement, as well as meeting the pupils' social and emotional well-being needs, tackling any barriers from these that could impact on a pupil's overall progress and attainment. This is met through quality first teaching, specialist interventions and support and standardised diagnostic assessments.

Leaders at Maritime Academy are committed to ensuring that all our PP pupils receive quality first teaching in every lesson. The PP budget is allocated to the whole school budget for each financial year. Decisions are made each year based on the context and nature of the cohort. This is planned on a 3 year spend but reviewed annually.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Maintaining a culture in which the needs of Pupil Premium pupils are well understood and prioritised. Achieving this through high quality teaching and learning, providing a framework of high quality CPD that develops staff across the school to support the needs of Pupil Premium pupils.
2	Attendance and engagement with education, including parental engagement and building stronger home/school relationships.
3	Ability of pupils to access all the resources available to improve outcomes, including revision resources and materials, books, devices and equipment to combat socio economic challenges.
4	Development of cultural capital opportunities that support learning beyond the curriculum, including trips, visits and extra-curricular opportunities.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve literacy and reading across all Pupil Premium pupils so that pupils can access the whole curriculum.	Identified gaps within subjects are closed and bring the pupils in line with or exceeding their expected targets. All pupils identified with a below average reading age are known and supported to be able to read at, or above their chronological age.
Improve attendance levels and reduce persistent absenteeism.	Attendance percentages for each disadvantaged pupil will increase on their previous term and/or year. Parental engagement with positive absence will be demonstrated through their own attendance at parents' evenings and through interaction at home visits. Effective intervention to support strong attendance of disadvantaged pupils is in place.
Social, emotional and mental health needs of disadvantaged pupils are supported and met. Disadvantaged pupils self-regulate and are engaged and happy at school.	Pupil voice from disadvantaged pupils showing they are engaged and happy members of the school community. Rewards and sanctions received by disadvantaged pupils are proportionate to whole school behaviour analysis.
Pupils are able to take part in extra-curricular activities that both enable them to develop personal skills and fully access the curriculum.	An equal representation of pupils attending extra-curricular provisions across all areas.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £129,877

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality-first teaching	Our approach as a Thinking School revolves around our 7 principles and is underpinned with a pedagogical approach. Our Thinking Tools and metacognitive strategies enable our disadvantaged pupils to develop their skills in thinking – they learn how to learn. This is obtained through staff CPD and coaching sessions.	1 and 2
Adaptive Teaching	Information regarding pupils as individuals is available to staff, for example SEN passports and Class Inclusion Plans have been put together by our SENDCo, so that staff can ensure the right approach/support/resources are used for the pupils. This is coached to staff through CPD sessions and staff training.	1 and 2
Develop metacognitive and self-regulation skills in all pupils, both in and out of lessons.	Teaching metacognitive strategies to pupils can be an inexpensive method to provide pupils with the ability to work more independently and to become independent learners – seeking out answers and extending their learning themselves, without instruction. This is obtained through staff CPD and coaching sessions.	1, 2 and 3
Purchase of standardised diagnostic assessments	Standardised tests for CAT4 and Bedrock can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the most effective support through interventions and teacher instruction.	1 and 2

Build a supportive culture	Our pupils are supported by staff throughout their time here at Maritime Academy. They have access to SENDCo, TA support, ELSA, DSL, School Nurse etc. throughout their week so they are able to feel positive and supported when approaching challenging decisions or situations in their lives. Our staff are being upskilled in their roles by attending training courses and obtaining relevant qualifications to create a supportive culture.	1, 2, 3, 4
Funding of educational visits to build cultural capital.	Tracking system in place to ensure that PP pupils are identified and monitored regards their enrichment. Promotion of all trips and visits for PP pupils.	3 and 4
Individual financial support for pupils.	PP pupils will not fall behind or feel disadvantaged when compared to other pupils if they cannot afford the correct uniform, stationery or equipment.	1, 2, 3, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £75,249

Activity	Evidence that supports this approach	Challenge number(s) addressed
Range of in school interventions including small group tuition in numeracy and literacy and ELSA for pupils whose education has been most impacted by challenges they have faced.	Targeted support following diagnosis of pupil assessments across all year groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-t	1, 2 and 3

Development of literacy and reading comprehension strategies.	Reading comprehension strategies can have a positive impact on pupils' abilities to understand texts: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy	1, 2 and 3
Funding of curriculum materials, including the implementation of the One:One strategy.	Requirements for pupils to have specific materials for home study, revision and class materials – all pupils to have the same opportunities whether non-disadvantaged or disadvantaged.	1, 2, and 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £54,628

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Strategy & 20-day challenge	All pupils are recognised for their attendance and staff regularly acknowledge the attendance of pupils in their Fleet and when interacting with pupils. The 20-day challenge is to encourage attendance over a 20-day period, regardless of previous attendance. Certificates are awarded to pupils who achieve this.	2
Embedding use of Arbor to monitor	Parental engagement with their child's learning is important as is evidenced by the EEF as having a significant impact on pupil attainment and wellbeing.	1, 2 3, 4

behaviour, attendance and attitudes.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Development and effective implementation of the Horizon Program.	Cultural capital and personal development are key to ensuring our pupils are well rounded individuals who can cope with situations and experiences beyond their own demographic. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	4
Purchasing uniform and stationary	EEF outlines that support for disadvantaged pupils should fit the demographic of the school and effective support helps to remove identified barriers to learning. Effective monitoring of pupils during Fleet Time will help to ensure correct equipment and uniform is available to all to prevent this becoming a barrier to our PP pupils.	2, 3, and 4

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

High-quality teaching and learning

Ofsted May 2025

- Maritime Academy has designed the curriculum with careful thought and consideration. It has deliberately structured the knowledge, skills and vocabulary that pupils should learn and when. Its ambition continues as pupils move into key stage 4, with high proportions set to study the English Baccalaureate suite of subjects next year.
- Pupils look forward to their learning and behave well. Pupils with special educational needs and/or disabilities (SEND) have their needs identified accurately. Information about pupils' needs is shared well with staff, enabling them to make appropriate adaptations to the curriculum. Consequently, pupils with SEND access the same ambitious curriculum as their peers.
- Reading sits at the heart of the school's curriculum. The school ensures that pupils receive exposure to different texts and develop a love of reading. Some pupils need additional support with their reading. The school identifies precisely what kind of additional help these pupils need to become confident, fluent readers.
- Staff possess strong subject knowledge. They provide clear explanations to pupils and model learning effectively. Staff actively implement strategies that help pupils retrieve information successfully. Pupils make effective use of their 'individual devices' to do this

Pupil Attendance

- The data analysis demonstrates a positive trend in attendance, with improvements across various cohorts including Pupil Premium.
- We implemented a number of strategies to support Pupil Premium pupils with attendance through our 'Wave' approach. The Lamp (EBSA provision), 'trusted adults,' separate entrance via The Lamp stairwell, daily 'meet-and-greet' with Learning Support Assistants,, access to The Lighthouse as a 'safe space' and where pupils have an EHCP, access to online learning via Academy21.

	National 2025-26	2023-2024	2024-2025	2025-2026
Whole School	91.4%	90.6%	90.1%	91.1%
FSM	86.4%	83.4%	84.3%	86.1%
PP	86.4%	83.6%	84.4%	88.0%

Cultural Capital Development

- Every pupil premium pupil had full access to the curriculum visits and they engaged in these opportunities. In addition, every pupil, included pupil premium engaged in extra-curricular activities as part of our Horizon program.
- Horizon sessions/ extra-curricular clubs, 100% of Maritime Pupil Premium pupils have engaged in an extra-curricular representative experience and/or a trip.

Access to resources

- All pupils have access to a One:One device if parents have signed our One:One agreement to support learning online through MS Teams / Carousel/ Sparx Maths / Bedrock/ Microsoft Teams Assignments.