



# MARITIME ACADEMY

## PUPIL PREMIUM STRATEGY

2022-2025

**Maritime Academy**

Part of the Thinking Schools Academy Trust

Date of determination: September 2022

Review date: September 2023



THINKING SCHOOLS  
ACADEMY TRUST

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MAKING EXCELLENCE A HABIT



## Contents

.....	1
School overview .....	3
Funding overview .....	3
Part A: Pupil premium strategy plan .....	3
Statement of intent .....	3
Challenges .....	5
Intended outcomes .....	6
Activity in this academic year .....	7
Teaching (for example, CPD, recruitment and retention) .....	8
Targeted academic support (for example, tutoring, one-to-one support structured interventions) .....	10
Wider strategies (for example, related to attendance, behaviour, wellbeing) .....	11
Part B: Review of outcomes in the previous academic year .....	13
Externally provided programmes .....	13
Service pupil premium funding (optional) .....	13



## School overview

Detail	Data
School name	Maritime Academy
Number of pupils in school	143
Proportion (%) of pupil premium eligible pupils	29% (42 students)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2022 - 2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jody Murphy - DoE
Pupil premium lead	Matt Evans - HoS
Governor / Trustee lead	Derek Morrison

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,415
Recovery premium funding allocation this academic year	£11,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49,455

## Part A: Pupil premium strategy plan

### Statement of intent

At Maritime Academy we are committed to transforming the life chances of our students. Our mission is to offer a unique opportunity to learn in a modern setting with traditional values and our school ensures that all



students are confident, respectful and responsible young people who are able to face the challenges of modern society. Every student deserves the right to achieve academic excellence and personal success through the delivery of a challenging and robust curriculum. We aim to use our Pupil Premium funding to bridge the gaps between the most able and least able and to increase social mobility. We place a strong emphasis on ensuring that our disadvantaged students gain support in literacy and numeracy as we believe these are areas that will be crucial when helping prepare them for life beyond school.

We are working towards gaining Thinking accreditation and the individual needs of every student is put first and is at the core of what we offer both academically and beyond the curriculum. Students strive for excellence in academic performance and work hard to be the best member of our school community that they can be – no matter what their background.

Our intentions are that students from disadvantaged backgrounds achieve highly across all areas of the school. All our students will have high levels of engagement in the opportunities we offer, they will have good attendance and they will have positive attitudes to school and themselves – including all students from disadvantaged backgrounds. Our pupil premium strategy will allow all learning including those who are high attainers to be successful and achieve highly. Quality first teaching is the key factor that underpins pupil progress and research suggests that high quality teaching has the biggest impact on closing the attainment gap between disadvantages and non-disadvantages students.

Our school promotes a culture of excellence and our staff do not classify any student as being of 'lower ability' due to their personal, social circumstances. Here, everyone has the same opportunities to excel and we are building a culture to embed excellence – 'Making Excellence a Habit'.

As a member of the Thinking Schools Academy Trust, metacognition and meta-memory is at the heart of all we do. This pedagogy and practice are embedded across the school, with all staff and students fully trained in the use of thinking tools which alleviate cognitive load and create learning conditions for all students to thrive, particularly the disadvantaged. Assessment and feedback are a priority across the school because of the positive impact these areas have on progress for our students. Responding to feedback is important for all of our students and they are given opportunities to identify and address misconceptions or extend and challenge their learning.

We are taking an evidence informed approach to our strategy and will continuously develop and improve our teaching and learning strategies, tackling the challenges faced by our students.



## Challenges

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

Challenge number	Detail of challenge
1	Low reading and literacy attainment – the average reading and literacy age is low for our students and our most recent data shows a discrepancy between disadvantaged students in both reading and literacy when compared to their peers.
2	Long-term impact of the pandemic – Many students found it difficult to engage with their learning after returning to school following the lockdown. Disadvantaged students seem to have been more disengaged during the lockdowns and have been slower at reengaging when returning.
3	Attendance – Looking at data across other Trust schools, attendance can be a challenge for disadvantaged students. They are more likely to become persistently absent and a higher level of absence has been proven to have a detrimental impact on future achievements; GCSE and A-Level grade.
4	Mental health and wellbeing – the mental health and wellbeing of our disadvantaged students has been impacted negatively by the pandemic and lockdowns. They have become less socially confident and more likely to need greater support with their emotional health.
5	Overlap of PP students with SEN needs (22% of our PP students also have a level of SEN) – these students require additional support from different perspectives.
6	Low aspirations – our disadvantaged students are less likely to have high aspirations linked to their next steps.
7	Our school is brand new – so we don't have any previous data or information to build upon. Our Year 7 students are the only year group in the school, so they cannot see what older students have achieved/aspire to become so they rely on the staff to open up doors and show what is possible for them.
8	Cultural capital – this is about empowering our students to be able to engage with people, and in situations, different to their own demographic and what they have already experienced. The curriculum and extra-curricular opportunities should endeavour to enhance the experiences available to our students and our Horizon Program works to



	develop all of our students' cultural capital. Due to the demographic of students at Maritime Academy their cultural experiences can be limited and this has not been helped with the restrictions placed on everyone during the pandemic.
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## 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
Improved standardised scores for comprehension and literacy among disadvantaged students across KS3.	Reading comprehension tests demonstrate improved scores for disadvantaged students – closing the gap between the non-disadvantaged and disadvantaged students at Maritime Academy. Teacher feedback demonstrates improvement through engagement in lessons and book reviews, especially through the development of extended writing and tier 2 vocabulary used across the curriculum subjects.
Attendance for all students, particularly disadvantaged students, is good.	Overall absence rate for all students being no more than 5%. Attendance gap between non-disadvantaged and disadvantages students to reduce to 0%.
Encourage positive, strong and emotionally healthy behaviours and attitudes in our disadvantaged students	Increase in merits received and a decline in any demerits received by disadvantaged students across the academic year. Positive outcomes following mentor meetings and interventions with staff responsible for supporting student mental health and wellbeing.
Students are engaged in their learning and show our core values of strength, pride and unity when in and outside of lessons.	High levels of engagement in lessons, increase in merits received by disadvantaged students. The teaching resources and lessons show academic rigour and lesson observations also recognise where this has been seen. Students demonstrate



	<p>an improvement in their attitudes to self and learning throughout the academic year through the GL assessments and through their reflection tasks.</p>
<p>Effective use of metacognitive skills to develop self-regulation, especially focusing on disadvantaged students.</p>	<p>Teacher reports and class observations suggest disadvantaged students are able to monitor and regulate their own learning. This is supported with the effective use of Carousel Learning during lessons and with the digital strategies used for homework tasks.</p> <p>Programmes of students include opportunities to enable students to develop metacognitive knowledge of how they learn and their knowledge of themselves as a learner.</p>
<p>Enhanced cultural experienced for all students, especially disadvantaged students.</p>	<p>Embedded cultural experiences built into the curriculum subjects through discussions, topic, trips, speakers etc.</p> <p>Our Horizon Program embeds a range of experiences into the weekly timetable for our students. All students, including those from disadvantaged backgrounds, are able to participate in opportunities that stretch their knowledge and understanding of the world they live in.</p>
<p>Aspirations for our students are varied and encouraged/supported by staff.</p>	<p>Ensuring the Gatsby 8 and Baker Clause are utilised across the curriculum with strategic planning and active delivery from Curriculum Leaders around career links.</p>

## 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: £24,727

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 students to develop their skills in thinking – they learn how to learn.	1, 2 and 5
Develop metacognitive and self-regulation skills in all students, both in and out of lessons.	Teaching metacognitive strategies to students can be an inexpensive method to provide students with the ability to work more independently and to become independent learners – seeking out answers and extending their learning themselves, without instruction.	1, 2, and 4
Specialist staff to provide interventions and support	Staff have been given extended periods of PPA to enable them to ensure quality-first teaching is at the heart of what we do. This additional time allows them to complete interventions with our students and gives them opportunities to reflect upon the impact interventions are having. This time enables staff to place more emphasis on pedagogy and the curriculum across the school which results in a stronger and more positive teaching and learning curriculum using our 5 Waves of Learning, especially for our disadvantaged students.	1, 2, 4, 5, 6 and 8
Purchase of standardised diagnostic assessments – GL Assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure	2 and 6





	they receive the most effective support through interventions and teacher instruction.	
Differentiation	Information regarding students as individuals is available to staff, for example SEN passports have been put together by our SENCO, so that staff can ensure the right approach/support/resources are used for the students.	1, 2 and 5
Improve quality feedback to students.	High quality feedback is given to help refocus and reengage the students in their learning – providing them with opportunities to grow and improve their understanding of topics/subjects.	1 and 2
Build a supportive culture	Our students are supported by staff throughout their time here at Maritime Academy. They have access to SENCO, 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.	2, 3, 5 and 6



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

Budgeted cost: £14,228

Activity	Evidence that supports this approach	Challenge number(s) addressed
Range of in school interventions including small group tuition and mentoring for students whose education has been most impacted by the pandemic (or other challenges they have faced).	Targeted support following diagnosis of student assessments across all year groups. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1 and 2
Development of literacy and reading comprehension strategies.	Reading comprehension strategies can have a positive impact on students' abilities to understand texts: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	1
Funding of educational visits to build cultural capital.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	8
Funding of curriculum materials, including the implementation	Requirements for students to have specific materials for home study, revision and class materials – all students to have the same opportunities whether non-disadvantaged or disadvantaged.	2 and 5



of the One:One strategy.		
Individual financial support for students.	PP students will not fall behind or feel disadvantaged when compared to other students if they cannot afford the correct uniform, stationery or equipment.	2, 4 and 5

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

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance stars	All students are recognised for their attendance and staff regularly acknowledge the attendance badges when interacting with students.  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	3
Embedding use of Bromcom/MCAS to monitor behaviour, attendance and attitudes.	Parental engagement with their child's learning is important as is evidenced by the EEF as having a significant impact on student attainment and wellbeing.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 2, 3 and 4
Development and effective implementation of the Horizons Program.	Cultural capital and personal development are key to ensuring our students are well rounded individuals who are able to cope with situations and experiences beyond their own demographic.	7 and 8



	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	
Purchasing of uniform and stationery	EEF outlines that support for disadvantaged students should fit the demographic of the school and effective support helps to remove identified barriers to learning. Effective monitoring of students during Fleet Time will help to ensure correct equipment and uniform is available to all to prevent this becoming a barrier to our PP students.	2 and 4

**Total budgeted cost: £49,455**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

N/A – The Maritime Academy opened in September 2022, therefore there is no review of the previous academic year available.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.*

Programme	Provider
N/A	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A