



# MARITIME ACADEMY

## PUPIL PREMIUM STRATEGY

2022-2025

**Maritime Academy**

Part of the Thinking Schools Academy Trust

Date of determination: September 2023

Review date: September 2024



THINKING SCHOOLS  
ACADEMY TRUST

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## School overview

Detail	Data
School name	Maritime Academy
Number of pupils in school	347



Proportion (%) of pupil premium eligible pupils	29.6% (103)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Matt Evans
Pupil premium lead	Aaron Hudson
Governor / Trustee lead	Derek Morrison

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,080
Recovery premium funding allocation this academic year	£0
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	£91,080

## 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 student 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 students. Maritime Academy set high expectations and aspirations for all students regards less of their gender, race, culture or



economic background. Students 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 students 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 students includes both direct approaches in 'closing the gap', alongside more creative solutions which influence academic achievement, as well as meeting the students' social and emotional well-being needs, tackling any barriers from these that could impact on a student'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 students 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	Closing the attainment gap between pupil premium pupils and the rest of the cohort.
2	Maintaining a culture in which the needs of Pupil Premium pupils are well understood and prioritised. Achieving this through a framework of high quality CPD that develops staff across all stages of their career including a focus for leaders on the needs of Pupil Premium pupils
3	Ability of students to access all the resources available to improve outcomes, including revision resources and materials, books, devices and equipment



4	Development of cultural capital opportunities that support learning beyond the curriculum, including trips, visits and extra-curricular opportunities
5	Attendance and engagement with education, including parental engagement and building stronger home/school relationships

## 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 numeracy skills so that pupils can access the whole curriculum.	<p>Identified gaps within subjects are closed and bring the pupils in line with or exceeding their expected targets.</p> <p>All pupils identified with a below average reading age on NGRT to be able to read at, or above their chronological age.</p> <p>Standardised reading scores are at or exceed national averages.</p> <p>Continued use of One:One device for weekly reading homework.</p>
Improve attendance levels and reduce persistent absenteeism.	<p>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. Attendance of Pupil Premium students is recorded in line or above that of the wider cohort</p>



<p>Students are able to take part in extra-curricular activities that both enable them to develop personal skills and fully access the curriculum.</p>	<p>An equal representation of students attending extra-curricular provisions across all areas.</p>
<p>Social, emotional and mental health needs of disadvantaged pupils are supported and met. Disadvantaged pupils self-regulate and are engaged and happy at school.</p>	<p>Pupil voice from disadvantaged pupils showing they are engaged and happy members of the school community. Case study evidence from pupils who have received targeted services support. Rewards and sanctions received by disadvantaged pupils are proportionate to whole school behaviour analysis.</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: £44,455

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. This is obtained through staff CPD and coaching sessions.	1 and 2
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. This is obtained through staff CPD and coaching sessions.	1, 2 and 3
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	1, 2, 3, 4, 5



	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.	
Purchase of standardised diagnostic assessments – GL Assessments.	Standardised tests for Maths, English, Science, PASS and NGRT can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the most effective support through interventions and teacher instruction.	1 and 2
Differentiation	Information regarding students as individuals is available to staff, for example SEN passports have been put together by our SENDCo, so that staff can ensure the right approach/support/resources are used for the students. This is coached to staff through CPD sessions and staff training.	1 and 2
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. This is coached to staff through CPD sessions and staff training.	1 and 2
Build a supportive culture	Our students 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	1, 2, 3, 4, 5





	obtaining relevant qualifications to create a supportive culture.	
Funding of educational visits to build cultural capital.	Tracking system in place to ensure that PP students are identified and monitored regards their enrichment. Promotion of all trips and visits for PP students.	4 and 5
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.	1, 2, 3, 4, 5

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

Budgeted cost: £28500

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-t">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-t</a>	1, 2 and 3
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-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-</a>	1, 2 and 3



	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy">comprehension-strategies</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy</a>	
Funding of curriculum materials, including the implementation of the One:One strategy.	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.	1, 2, and 3

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

Budgeted cost: £18125

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-attendanceactions-for-schools-and-local-authority">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authority</a>	5
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, 4, 5
Development and effective implementation of the Horizon Program.	Cultural capital and personal development are key to ensuring our students are well rounded individuals who can cope with situations and experiences beyond their own demographic.	4 and 5



	<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 uniform and stationary	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, 3, and 4

**Total budgeted cost: £91,080**

## 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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using our own end of year internal assessments as well as GL Maths and English data.

Using the GL standardised assessment data, our disadvantaged pupils were scoring on average 3.41 points lower in English when compared to our non-disadvantaged students and 5.47 points lower in their Maths GL assessments.

When looking at an average grade (GCSE 9-1 indicator grade), the average Maths, English and Science grade for our pupil premium students was 0.26 lower than our non-disadvantaged students. Additionally, when looking at the subjects across the curriculum, the average EBACC (equivalent) grade for our pupil premium students was 0.31 lower than our non-pupil premium students.

Whilst it is clear that the gap is small when comparing student groups, the gap is still present. It is imperative that the strategies outlined within this policy are embedded.

Also, it is important to recognise the improvement made in our pupil premium students reading ages. Upon joining us in September 2022 the average reading age for our pupil premium students was 10 years and 2 months. At the end of the academic year the same students had made eighteen months' worth of improvement, finishing the end of their first year with an average reading age of 11 years and 8 months.

These results mean that we can be on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We continue to review our strategy plan and will make



changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.