

Pupil Premium Strategy Statement

Ted Wragg TRUST
 An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



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How we will succeed



Our Ted Wragg Standard



This statement details our school’s use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Marine Academy Plymouth
Number of pupils in school	907.5
Proportion (%) of pupil premium eligible pupils	44.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jennifer Brimming
Pupil premium lead	Jordan Cole
Governor / Trustee lead	Gregor Campbell

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£437,525
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	£437,525

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Marine Academy Plymouth, we believe that every child deserves a world-class education. We are relentlessly driven in our aim to ensure that 'every child will have the opportunity to go to University when they leave'. We are committed to achieving this by delivering a challenging and academic curriculum in a culture of aspiration and the highest of expectations.

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Correlating EEF study and wider contemporary social research with contextual factors specific to our school common barriers to learning for our under-resourced children can be: less support at home, poor oral and written literacy, lack of confidence, misguided aspirations, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will:

- Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Contribute to Disadvantaged peer reviews and will also undertake an external review every 3 years.
- Provide funding for DS to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school's KPI's have a reporting mechanism for Disadvantage.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- First, all staff are aware of the disadvantaged students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the forefront of our minds, we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra- curricular opportunities that challenge and inspire them.
- We develop disadvantaged students as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity; proactively encourage them to take on leadership roles and ensure they develop the skills they need to be successful.
- We know that excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich and cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.

- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform and study guides for disadvantaged students alongside targeted events to teach and support parent and carers in the best ways to revise.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.

We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure

Challenges

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

Challenge Number	Detail of Challenge
1	<p>Disadvantaged students are less likely to achieve a Progress 8 average in line with non-disadvantaged students.</p> <p>Disadvantaged students' progress 8 score have significantly improved since 2019/20, with progress made yearly. Whilst this demonstrates that strategies are indeed working to close the gap, there is still work to be done to narrow this further. Whilst the gap between disadvantage students and their non-disadvantaged peers widened to -0.88, the three year rolling average continues to narrow now at -0.54, from -1.27 in 2019. The year 2024/2025 saw the absence of P8 due to Covid's impact on KS2 SATs exams. However, attainment 8 was 35.2, a 9% improvement from the previous year. Further, the Attainment 8 gap between disadvantaged students and their non-disadvantaged peers in 2025 has decreased as well, now standing at -6.82</p>
2	<p>Disadvantaged students are less likely attain in line with the national average compared with non-disadvantaged students.</p> <p>2024 results data demonstrates that overall attainment 8 was 35.2, a 9% improvement from the previous year. Again Attainment 8 gap between disadvantaged students and their non-disadvantaged peers in 2025 has decreased as well, now standing at -6.82. However, there is still substantial work to be done to eliminate this gap.</p>
3	<p>Disadvantaged students are less likely to achieve a 4+/5+ in English and Maths in line with similar schools compared with non-disadvantaged students</p> <p>Analysis of our outcome data and our Year 7 Maths and Reading baseline test indicates that numeracy and literacy skills are an area of challenge for our disadvantaged students here at MAP, an area that we recognise as hugely influential in improving outcomes for our disadvantaged students. The EEF particularly emphasize that achieving a strong GCSE in Mathematics is a fundamental requirement for advancing into well-regarded employment opportunities, apprenticeships, and higher education. In 2024/2025, the % of under resourced students achieving 4+ Eng/Ma increased by 16% whilst the gap between them and their non peers</p>

	decreased by 12%. For 5+ Eng/Ma , the % of under-resourced student achieving increased by 4% with the gap between their non peers once again narrowing, this time by 7%.
4	<p>Not all students reading at or above their chronological reading age by the end of Year 9</p> <p>The literacy levels of our students continue to develop year on year despite a significant percentage (50%) of disadvantaged students entering in Year 7 with below age expected reading levels (especially noticeable when compared with a national average for all students, as per NGRT GLS assessment guides, of 40% below age expected reading ages). This, too, is set amidst a backdrop of declining levels reading for pleasure, as seen in National Literacy Trust’s national findings, which is tangible in our student voice data. Our literecary strategy monitoring data reveals year-on-year progress with our NGRT assessments, conducted at the start of the academic year, revealing that:</p> <ul style="list-style-type: none"> - 50% of Year 7 disadvantaged students are not at age expected reading age. This in comparison to 45 % of all Year 7 students. - 50% of Year 8 disadvantaged students are not at age expected reading age (an improvement from 64% in their previous year). This in comparison to 45% of all Year 8 students. - 38% of Year 9 disadvantaged students are not at age expected reading age (an improvement from 50% in their previous year). This in comparison to 32 % of all Year 9 students.
5	<p>Attendance not in line with national average</p> <p>Attendance for students during the academic year 2024/2025 was below national average. Furthermore, attendance of disadvantaged students is yet to reach that of the non-disadvantaged student population.</p> <ul style="list-style-type: none"> - Overall attendance last year (whole school) 88.9% - Overall attendance last year (disadvantaged) 83.8% (up from 80.4% the previous year) <p>2025-2026 so far: This currently sits at 86.8% for disadvantaged students from September 2025-November 2025.</p> <p>2024/2025:</p> <ul style="list-style-type: none"> - Percentage of Persistent Absence that were disadvantaged – 46.7% (Down from previous year of 52.8% with the PA% gap narrowing by 6%) - Percentage of severely absent that were disadvantaged – 11.7% (Down from previous year of 14.6%, with the SA% gap narrowing by 3.6%)
6	<p>More frequent behaviour difficulties</p> <p>Review of internal monitoring data, observations and student/parent voice demonstrates that disadvantaged students are more likely to get an internal referral from a lesson to the Compass room. This has an effect on their academic progress and that of their peers.</p> <ul style="list-style-type: none"> - For 2024 to 2025, 55% of students referred to our internal Compass room were disadvantaged students.
7	<p>Accumulation of skills and experiences needed to improve social capital and life aspirations.</p> <p>Careers provision at Marine Academy remains comprehensive to ensure parity of opportunity for our disadvantaged students, with Compass reporting data to reflect the progress made on Gatsby benchmarks. All students have the opportunity to take part in employer engagement and</p>

	Higher education talks and visits. Student voice also demonstrated lesser value and importance placed on independent learning outside the classroom.
8	<p>High social deprivation and aspirations that are sometimes limited by social and familial experiences.</p> <p>As identified through IDACI deciles, 75% of our whole cohort are from the three most deprived deciles and often, though not uniformly, display sometimes inappropriate or low social, academic and career aspirations that can become inconsistent at different stages of their child's education. Furthermore, findings from The Sutton trust evidence the importance of increasing the engagement of parents of students in receipt of PP as a driver for improving outcomes.</p>
9	<p>Participation in additional, enrichment opportunities</p> <p>Our disadvantaged students have lower participation rates in our extra-curricular activities and additional enrichment opportunities such as the MAP award. The Sutton Trust recognises that social mobility is hugely influenced by young people's opportunities for personal development and enrichment activities.</p> <p>2024/2025 data showed an overall increase in attendance to societies. Of all attendances, 44% were disadvantaged students. This demonstrates an increase from 40% the previous year whilst now also meeting the representative % of disadvantaged students in academy.</p>
10	<p>Challenging home life situations.</p> <ul style="list-style-type: none"> - 93% of our pupils under Child Protection (CP) were PP pupils. - 85% of Children In Need (CIN) last academic year were PP pupils. - 76% of pupils in receipt of Early Help (EH) last academic year were PP pupils. - 100% of CIC (Children in Care) are in receipt of PP funding.

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	24/5
To attain an average P8 in line with non-disadvantaged population	Disadvantaged students' average P8 score will increase year-on-year	Yellow
	Disadvantaged students will attain an average P8 score in line with their non-disadvantaged peers.	Yellow
	Disadvantaged students targeted to attend the tutorial revision programme.	Green
Achieve national average for attainment for all pupils	Disadvantaged students will achieve the national average attainment score for all pupils. This will be in line with their non-disadvantaged peers.	Yellow
	Disadvantaged students targeted to attend the additional tuition sessions.	Green
Achieve national average English and	Disadvantaged students will achieve the average English and Maths 5+ scores for similar schools. This will be in line with their non-disadvantaged peers.	Yellow

Maths 5+ scores for similar schools	Disadvantaged students prioritised allocation into subject specialist tutor group for weakest English, maths and science subjects.	
All KS3 students reading at or above their chronological reading age by the end of Year 9	Disadvantaged students will be reading at age expected levels by the end of KS3	
	Disadvantaged students' reading levels will be in line with non-disadvantaged peers.	
	Work inquiries across year groups will show that disadvantaged students are using academic sentence starters or structures in their work.	
Improve attendance to national average	Overall disadvantaged attendance to be increasing and progressing to meet 95% or above.	
Reduce behaviour difficulties	Reduce percentage of Disadvantaged students receiving behaviour referrals.	
	Disadvantaged behaviour referrals to be in line with non-disadvantaged.	
Disadvantaged students to accumulate the skills and experiences needed to improve social capital and life aspirations	All disadvantaged students will have at least 2 employer engagement opportunities each year.	
	All disadvantaged students to receive/attend at least 1 Higher education engagement opportunity each year.	
	All disadvantaged students to attend at least 1 extra-curricular activity.	
	All disadvantaged students to attend extra-curricular, enrichment trips each year in line with their non-disadvantaged peers.	
	The number of disadvantage students who are student leaders will (at least) be proportionate to their representation in the school.	
High social deprivation and aspirations that are sometimes limited by social and familial experiences.	Disadvantaged students will attend at least 1 Higher education engagement opportunity each year.	
	Disadvantaged students' subject Effort scores from each cycle's report home will improve in line with non-disadvantaged peers	
	Disadvantaged students to receive credits in line with non-disadvantaged peers.'	
	The number of parents/carers of pupils eligible for PP attending progress evenings will be in line with their non-disadvantaged peers.	
	The number of pupils eligible for PP attending and using our Breakfast club provision will be at least equal to non-disadvantaged peers.	
Participation in additional, enrichment opportunities	Disadvantaged students' attendance to extra-curricular opportunities will be above the percentage of overall disadvantaged students in the school.	
	Disadvantaged students will achieve MAP award pin drops in line with their non-disadvantaged peers.	
	Disadvantaged pupils will engage and attend academic coaching and CAST programmes in line with their non-disadvantaged peers.	

Supporting challenging home life situations.	PP pupils with complex family situations will be supported through Early Help and will meet at least three times each academic year.	
	Mental health support will be available through a designated mental health pastoral lead with their caseload having being disproportionately higher % of disadvantaged students	
	Pupil Passports created for PP pupils, reviewed termly in order to remove barriers to learning.	

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

Budgeted cost: £218,762.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching inclusive of: Incremental Coaching High quality CPD (inclusive of ECT support) Curriculum design and direct instruction	Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Closing the Attainment Gap'. Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available. Teachers will also benefit from Incremental Coaching; Kraft, Blazar and Hogan (2017) found 'large positive effects of coaching on teachers' instructional practice.' Effective CPD, as per the EEF's Effective Professional Development Report Finding, will ensure provision focusses on mechanisms, develops teaching techniques and involves practice whilst taking into account the context of the school and needs of the students This also includes Effective early careers support will ensure that new teachers rapidly develop high quality first teaching	1,2,3,4,6,7
Incremental Coaching	To maintain high quality teaching, continued professional development must be embedded. Incremental coaching is a form of teacher development based on an approach to observation and follow-up conversations advocated in Leverage Leadership by Paul Bambrick-Santoyo. This is closely entwined with whole-school CPD.	1,2,3,4,6,7
Curriculum resourcing Investment in revision	Evidence from the EEF suggests that the use of 'metacognitive strategies' can be worth an additional 7 months progress when used well. Scholar's guides, scholar's workbooks and tutor workbooks have been devised using these strategies to support students in the effective completion of homework and	1,2,3,4,6,7

sources and materials	tutor-based activities. Alongside this, Reading Packs across subjects prioritise literacy and are used to deliver key conceptual knowledge,	
Whole School literacy strategy Tutor Read Programme Independent read programme Independent learning – Reading.	<p>In line with EEF Disciplinary Literacy Recommendations EEF recognises the importance of supporting fluency development. Teaching and Curricula leverage reading, as per the academy’s literacy strategy, by focussing on disciplinary literacy (inclusive of utilisation of reading packs, subject-specific reading strategies, written modes and purposes), explicit vocabulary instruction, Reading, writing and structured talk.</p> <p>Our tutor read programme involves reading aloud in order to model excellent reading and allow students to have a shared cultural experience of a book. This approach is supported by research in to reading at pace, with minimal interruption as linked below:</p> <p>http://sro.sussex.ac.uk/id/eprint/70702/1/__smbhomet.uscs.susx.ac.uk_dm50_Desktop_Westbrook%20et%20al.pdf</p> <p>EEF +6 for Reading Comprehension strategies</p> <p>Independent reading programme, inclusive of Sparx Reader, to leverage reading outside the classroom with the EEF demonstrating the possible impact of +5 Months. Further</p>	1,2,3,4, 6
Continued development of the mathematics curriculum.	<p>Whilst following great practice in terms of how to develop the curriculum and enhance teaching and learning, a specific focus on the deployment and use of feedback within and across lessons will be paramount due to its “well-evidenced... high impact on learning outcomes” as per the EEF. Further focus will be develop fluency and reasoning in line with DfE and EEF guidance:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1,2,3,4,6,7
Continued development of the English curriculum in line with EEF guidance	<p>Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support (EEF). Whilst not the reserve of the English department, the English curriculum will continue to develop in with sound research (below) to ensure effective pedagogy disproportionately benefits disadvantaged students.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	1,2,3,4,6,7

Targeted academic support

Budgeted cost: £109,381.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS3 Literacy:</p> <ul style="list-style-type: none"> • Reading comprehension programme (Lexia) • Literacy subject lessons • Sparx Reader • Little Wandle Phonics intervention. • Reading routes (reading for pleasure) programme. • Course readers across the curriculum to ensure students read frequently throughout the day 	<p>The EEF shows on average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Lexia is used to intervene appropriately based on students’ literacy need. Research has proven that Lexia PowerUp® is more than twice as effective than the average (traditional) adolescent reading intervention for 11-13-year-olds. Further, an independent evaluation found that children offered Lexia made the equivalent of 2 additional months’ progress in reading, on average, compared to other children.</p> <p>Little Wandle Letters and Sounds Revised is a phonics programme validated by the Department for Education. We utilised the Catchup programme. Phonics teaching has demonstrated +5 months additional progress as per the EEF.</p> <p>Recent research from The National Literacy Trust (2024) revealed that reading enjoyment has dropped significantly among children in general. By 2024, only about 1 in 3 children (34.6%) enjoyed reading in their free time. In order to boost reading for pleasure and leisure, we will employ a two-tiered model of ensuring students are capable readers with our rigorous and comprehensive literacy strategy whilst also promoting reading through our Reading Routes programme.</p>	<p>1,2,3,4,6,7</p>
<p>Small Group tuition:</p> <p>Brilliant Club: Scholars programme</p> <p>External tuition small group tuition programme</p> <p><i>MADE</i> KS4 Revision programme</p> <p>Maths Advancement Programme</p> <p>Your future Story Colyton Foundation programme</p>	<p>In the EEF, there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to most in need. EEF (2016 evidence reveals that one-to-one tuition can provide circa five additional months additional progress.</p>	<p>7,8,9</p>

<p>Year 11 mentoring programme and 'tuition' support:</p> <ul style="list-style-type: none"> • Mentoring programme • Maths Advancement programmes • Small-group tuition • Non-term time Subject Tuition • Tutorial afterschool sessions • KS4 Numeracy and literacy intervention groups • EBACC RAG strategy that focus on driving attainment using data 	<p>In the EEF, there is evidence that shows that for pupils from disadvantaged backgrounds, mentoring interventions will be beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. In successful mentoring programmes, 2 months progress can be seen.</p> <p>Further, extending time in school has been proven to offer up +3 months benefit whilst stating that "on average, evidence suggests that pupils who attend holiday school revision make approximately three additional months' progress compared to similar pupils who do not attend a holiday school.</p>	<p>1,2,3,4,5,6,7,8,9, 10</p>
<p>Learning café</p> <p>Direct instruction programme on revision strategies, inclusive of parent/carer training and support.</p>	<p>The EEF reports that homework has a positive impact (5 months) with pupils in secondary schools. Students from Disadvantaged backgrounds are less likely to have a quiet working space, access to a device suitable for learning suitable for learning or a stable internet connection. They may also receive less parental support to complete homework and develop effective learning habits.</p>	<p>1,2,3,4,6,7,8,9</p>
<p>Speech and Language Therapists</p>	<p>Both Communication and language approaches and oral language interventions are shown in the EEF to have high impact (+7 months and +6 months respectively). This identified as an area of need in our cohort when drawing on observation and assessment data alongside parent voice.</p>	<p>1,2,3,4,5,6, 10</p>

Wider strategies

Budgeted cost: £109,381.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	Evaluation from the EEF found that in schools where there are free of charge, universally provided breakfast, there was improved attendance. The EEF 'Magic Breakfast' research also showed that	1,2,3,5,6, 10

	<p>pupil behaviour and attainment improved for schools that ran a breakfast club.</p> <p>EEF Research has shown that nearly a third (32%) of children in the UK regularly miss breakfast before school and this affects concentration and energy levels. EEF research also shows Schools that had a Breakfast Club saw improved attendance</p>	
<p>Extra-Curricular Activities and Curriculum Enrichment</p>	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances.</p> <p>“Intelligence plus character-that is the goal of true education.” — Martin Luther King, Jr.</p> <p>To build cultural capital, pupils not only need knowledge, they also need attitudes, tastes, values and language. Pupils at Marine Academy Plymouth need access to experiences to enable them to accumulate these skills.</p>	<p>7,8,9, 10</p>
<p>Raising aspirations programme</p>	<p>In the EEF guidance report ‘Employer engagement in education’ it is acknowledged that ‘the character of aspirations is strongly rooted in young people’s sense of what is ‘reasonable’, and ‘natural’ for ‘people like me’ to pursue’. The merits of employer engagement are discussed. It states that ‘encounters with new people can lead a young person to change an important element of their own thinking about themselves and their own sense of agency’.</p>	<p>6,7,8,9, 10</p>
<p>Education Welfare Service</p> <ul style="list-style-type: none"> - Whole school focus on attendance - Higher-sensitivity thresholds for PP students - Enhanced pastoral support with a comprehensive year team. - Year group Hub structure - Attendance team 	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.</p> <p>Improving ‘Attendance Guidance Report’ and ‘Working with Parents to Support Children’s Learning Guidance Report’ from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	<p>5, 10</p>
<p>25% reduction of Uniform cost and support with equipment.</p>	<p>The EEF suggest that wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. Having a school uniform has been shown to have a</p>	<p>5,6, 8, 10</p>

<p>Poverty proofing the school day with subsidies in place for key curriculum materials need (EG, free provisions in catering, specific pieces of PE Kit)</p> <p>Hardship fund</p>	<p>positive effect on self-esteem, identity and in turn behaviour. Children will know what it means to be ready to learn and will take pride in their appearance.</p> <p>At MAP, over 75% of our cohort, regardless of PP eligibility, hail from the three most deprived IDACI deciles and therefore many struggle with the costs associated with a secondary education. Exasperated by the cost of living crisis, it is vital to ensure all areas of our curriculum and extra-curricular provision are appropriately subsidised to facilitate an unimpeded, comprehensive education experience that also mitigates any potential stresses or mental wellbeing concerns regarding finances for parents/carers and student.</p>	
<p>Whole school culture and high quality Behaviour intervention and support through:</p> <p>Culture and ethos of creating “unreasonable connections” with our students to create belonging</p> <ul style="list-style-type: none"> - “Make my day initiative” - “Feel Good Friday” strategy - Whole school PACE approach - Comprehensive pastoral team including Assistant Heads of Year, Deputy Heads of Years Family Liaison officers and behaviour and inclusion leads. - PDP programme and Pathfinder - Inclusion Hub - Bespoke Behaviour intervention programmes that remain responsive to need 	<p>The EEF suggest that the average impact of behaviour interventions can add 3 additional months’ progress over the course of the year. Evidence suggests that ‘Pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave in school. Once such strategies have been developed and strengthened, they turn into essential life skills and help students to become motivated and determined to succeed.’</p> <p>Research from the NFER shows that effective schools that support their students to great outcomes have clear and effective behaviour strategies. Here at MAP, this is the case but we also offer students extra support to develop positive attitudes to learning and resilience when lessons are challenging through bespoke interventions.</p>	<p>6, 10</p>
<p>Music tuition - peripatetic lessons</p>	<p>Research from the EEF indicates a clear connection between household income and involvement in nearly all extracurricular activities examined in their study. Children from the most economically disadvantaged households were significantly less inclined to participate in extracurricular activities, with a notable decrease in engagement evident in music and sports.</p>	<p>7,8,9</p>

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Total budgeted cost: £437,525

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 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

In the absence of Progress 8 data for this cohort, the data demonstrated that our overall Attainment 8 has increased from 42.10 to 43.17. A further trend from this data identifies that, overall, 32.3% students achieved grade 5 or above in English and Maths whilst those achieving grade 4 or above in English and Maths also increased to record high of 61%. Finally, our EBacc entry rate continued to remain high at 55%, above local authority (29%) and England (40%) averages from the previous year.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts, prominent this year due to no Progress 8) and to results achieved by our non-disadvantaged pupils. Our under-resourced Attainment 8 has increased from the previous year by 2 points whilst the gap between disadvantaged and non-disadvantaged has further narrowed now at -6.8. In 2024/2025, the % of under resourced students achieving 4+ Eng/Ma increased by 16% whilst the gap between them and their non peers decreased by 12%. For 5+ Eng/Ma , the % of under-resourced student achieving increased by 4% with the gap between their non peers once again narrowing, this time by 7%. Finally, our EBacc entry rate continued to remain high at 48%, up 9% from the previous year. In line with this, the % of those achieving 9-5 in the EBacc more than doubled with the average point score increasing by a third of a grade. Therefore, whilst this analysis demonstrates that strategies do appear effective in closing the gap, there is still work to be done to in response to this year's data to narrow this further and to promote better outcomes and higher attainment, with under resourced HPA students a particular target.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that our disadvantaged students were proportionally represented in their achievement attendance in extra-curricular activities and achievement of credits. Further, all students received and attended at least one higher education engagement opportunity and had at least two employer engagement opportunities which formed part of our raising aspirations programme. Disadvantaged pupils' behaviour referrals are slightly above proportionality however they have, and continue to, decrease in overall from last year. Finally, whilst attendance of our disadvantaged pupils does remain lower than desired, improvements are evident with attendance of our under resourced students up 3% from the previous year. Our evaluation of the approaches delivered last academic year indicates that whilst green shoots are evident in increasing the attendance of our disadvantaged pupils, our strategic activities needed to remain responsive to the level of need and overall attendance. Therefore, our attendance activities have been refined and we have further leveraged activities that made biggest impact, such as a dedicated team of attendance officers. Though, it is not just incremental change we are leveraging; this year the school has

transformed to a year hub model with an even more comprehensive pastoral team with even greater capacity. This model enables year groups to essentially operate as mini-schools allowing for much greater understanding of the barriers-to-attendance, help build meaningful working relationships and “unreasonable connection” that serves to drive student belonging.

Our literacy intervention activities continue to ensure that disadvantaged pupils benefit from the impact of our bespoke interventions alongside our whole school literacy strategy. Specifically, within our whole school literacy strategy, students independent reading programme has been bolstered and enhanced and now includes the use of Sparx Reader and a specific reading for pleasure programme called *Reading Routes*. Alongside this, our tutor read programme has undergone an evolutionary change in both the canon available and in the delivery from tutor time to reading experts in lessons. Across KS3, our disadvantaged cohort made 21 months of progress in their reading age score (as assessed in the first and last GL Assessment NGRT tests of the academic year) across 10 months of the school year.

Our Small group tuition through Brilliant Club again demonstrated tangible impact on our HPA disadvantaged students, with improvement in students’ academic confidence reported and increases in students MAP Measure effort report scores and their overall attainment quartiles. However, whilst valuable, this programme serves to enrich students’ learning with a new, extra-curricular topic in addition to their curriculum. Therefore, last year we trialled a programme of small group tuition to provide bespoke academic support for our disadvantaged students on their English and Maths including our Maths advancement programme. End of cycle data demonstrated the impact of this programme as students involved all improved their assessment scores in their subjects. Our approach to poverty proofing the school day for students has been effective with specific activities such as breakfast club, music tuition, support with uniform, subsidies for trips and required curriculum items will continue to be incredibly important as society, and particularly our community, struggles with the cost-of-living crisis. This is, importantly, coupled with our hardship fund which continues to ensure our families are supported to help them provide in the challenging socio-economic environment we find ourselves in.

Ultimately, the largest lever to pull for the outcomes and future life success of our disadvantaged pupils is of course high-quality teaching. Last year, our culture of development and fortnightly incremental coaching for all staff allowed teaching and learning in the academy to flourish which disproportionately benefits ours disadvantaged pupils. Further supporting this, our high-quality teaching, responsive to data from learning walks and coaching action steps, allowed the academy to prioritise aspects of teaching and curriculum to focus on for greatest impact. We will continue to further enhance this with weekly practice-based teaching CPD, that will continue to drive standards of teaching and learning alongside a bolstered team of Lead Practitioners and Lead Teachers, now with greater capacity due to increased size, to continue drive teaching and learning.

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
Lexia Power up	Lexia UK
Sparx Maths, Sparx Reader and Sparx Science.	Sparx
StepLab (Coaching programme)	Powerful action steps
NGRT	GLS Assessment
Class Charts	Class Charts
Unifrog	Unifrog
Quizlet	Quizlet
Tassomai	Tassomai
Seneca	Seneca
Loom	Loom
Uplearn	Uplearn

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<i>Service student support and The core club, increase in pastoral staffing to support (AHOYs and FLOs)</i>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Students were able to take part in a weekly one-hour club which was bespoke and responsive to student demands. New activities were created each session for them to take part in and during this time they were able to share their experiences of living in a Military family, creating a support network.</p> <p>Where appropriate, pastoral support worked to ensure students had all resources needed to catch up on learning they missed from previous places of education</p> <p>Students also benefited from bespoke tutorial sessions in which they were involved in a programme in partnership with the Little Troopers charity that focussed on supporting mental wellbeing.</p>

Further Information (optional)

We use school funds in addition to our pupil premium funding allocation and Recovery Premium funding allocation to resource the above strategies

