



**Atlantic Academy Portland**  
an Aspirations Academy

# **Pupil Premium Policy**

**2019/2020**

**August 2019**

## PRINCIPLES

Atlantic Academy is committed to:

***Ensuring every student eligible for the pupil premium benefits directly via this additional funding and is in no way disadvantaged when compared to their peers.***

We aim to:

- ensure all students eligible for the pupil premium make outstanding academic progress and achieve beyond expectations.
- ensure there is transparency, through our reporting mechanism, to demonstrate how and why this funding has been spent.
- ensure any differences made to the learning and progress of students eligible for the pupil premium are shown within performance data and inspection evidence.
- ensure we recognize that not all students who are socially disadvantaged are registered or qualify for free school meals and reserve the right to allocate the pupil premium funding to support any students or groups of students the Academy has legitimately identified as being socially disadvantaged.
- ensure parents of disadvantaged children understand they can make a positive contribution to their children's achievement in the Academy by engaging in relevant training and recognizing that parent involvement makes a difference.

The 2019/20 allocation of pupil premium funding for Atlantic Academy is £284,000

## PRACTICE

The Academy's practice seeks to comply with the Department for Education's recommendations which are in the best interest of the individual. It is considered too early to assess fully the impact of the pupil premium on raising achievement and/or improving outcomes for disadvantaged students in order to decide whether or not we are most effectively spending the funding. The Academy will therefore review this policy on a systematic basis following the publication of examination outcomes.

## PROVISION

The range of provision the Governors and Academy leaders may consider making for this group of learners may include:

- Providing small group work with an experienced teacher focused on overcoming gaps in learning.
- Specialist Maths and English tutor provision and intervention.
- Additional weekend and holiday time learning sessions.
- One to one support.
- Additional teaching, learning and social development opportunities provided through teaching assistants, behaviour team and external agencies.
- Discrete literacy and numeracy lessons with a specialist teacher.
- Ensuring parental engagement is at the forefront on this programme and that parents understand how they can make a positive contribution to their child's progress.
- Financial support with equipment purchases, residential/daily trips, provision of revision resources and equipment.
- Breakfast club provision.
- Dedicated SEN Co-ordinator for all of the faculties, led by the SENCO.

## **REPORTING**

We will report regularly on:

- the progress made towards narrowing the gap, by year group, for socially disadvantaged students;
- an outline of the provision and
- an evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared to other forms of support.

The leaders of the Academy will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

## **MEASURING IMPACT**

The Academy will measure the impact of the Pupil Premium spending by:

- tracking the progress of Pupil Premium students on a 12 week basis in Primary and secondary, in line with our assessment policy;
- assessing the success of students at the end of Key Stage 4 relative to their target grades and against threshold measures such as 5+ Grade 9-4 , 5+ Grade 9-4 including English and Maths, EBacc and expected progress in English, Maths and Science;
- assessing the success of students at the end of Key Stage 2 relative to their target grades and against threshold measures such as expected standard at the end of Key Stage 2 ;
- assessing the success of students at the end of Key Stage 1 relative to their target grades and against threshold measures such as expected standard at the end of KS1 ;
- measuring the trends of attendance and behavior indicators such as rewards and sanctions of Pupil Premium students and comparing to other Academy students.

**Reviewed and agreed LBi, 27th August, 2019. To be reviewed September 2020.**