



## Atlantic ACADEMY Primary Pupil Premium Strategy Statement

1. Summary information					
School	Atlantic Academy Portland				
Academic Year	2019/20	Total PP budget <b>£271,040</b>	£102,000 whole school	Date of most recent PP Review	September 2019
Total number of pupils	343	Number of pupils eligible for PP <b>102</b>	265 with 102 in Primary 35% of budget	Date for next internal review of this strategy	July/Sept 2020

2. Current attainment		
54 in Year 6, 25 PP Students	<i>Pupils eligible for PP at Aspirations Atlantic Academy</i>	<i>Pupils NOT eligible for PP at Aspirations Atlantic Academy</i>
% achieving the expected standard in reading, writing and maths combined		
% achieving above the expected standard in reading, writing and maths combined		
% making at least expected progress in reading		
% making at least expected progress in writing		
% making at least expected progress in maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b>		
A.	Attendance	
B.	low prior attainment, either at the start of EYFS or whenever they joined the school in later year groups.	
C.	Parent engagement and support - Parents evenings, rewards incentives, Information evenings	
<b>External barriers</b>		
D.	Home environment and/or lack of routine means that PP children arrive less prepared for learning e.g. incomplete home learning, missing uniform, disrupted evening / morning routine, emotional difficulties	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Clear use of Data to track and implement strategies to ensure less removals from lesson and completion of all work	Fewer negative behaviour points, fewer SWAT removals, more Marvellous Me Engagement messages as engaged with learning

<b>B.</b>	Sustained outstanding teaching and learning to raise achievement for all, thereby increasing achievement for PP students	Sustained outstanding T&L, developing innovative approaches to classroom practice. Tracking of progress
<b>C.</b>	Clear use of Data at each trackingpoint using a 'PP first' approach to ensure each students needs met. Reviewing in class recommendations with students to make changes as data suggests	PP achievement and Progress is at least as good as non PP, Attendance is at Academy target
<b>D.</b>	Bespoke programme of intervention for PP students based on individual understanding of situation via class Teacher	In class recommendations created, distributed and reviewed. Wave 1, 2 and 3
<b>E.</b>	PP attendance at least as good as non PP. Reviewed protocols to ensure regular updated attendance info to relevant staff and a 'PP First' approach to monitoring attendance and pick up via attendance minibus. Ensure all PP students have access to school transport Bus - escorted to ensure consistent behaviour expectations.	PP attendance at least as good as Non pp
<b>F.</b>	Students to have access to the same opportunities or resources as their peers.	Payments made for requests where appropriate. (E.g Support with equipment/uniform/books/trips/enrichment/Brilliant Cub)

<b>1. Planned expenditure</b>					
<b>Academic year</b>		<b>2018-2019</b>			
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A. Behaviour:</b> Understanding of individual needs of each PP student	<p>Clear use of Data at to track and implement strategies to ensure less removals from lesson and completion of all work</p> <p>Parental interviews with Class Teacher/Subject Coordinator/ VP or Principal and Inclusion Lead.</p> <p>Inclusion team foci.</p>	<p>Reduction in SWAT removals from class</p> <p>Reduction in AM break detentions</p> <p>Improvement in Marvellous Me messages</p>	<p>SLT agenda item to track.monitor and evaluate impact. Daily monitoring and Weekly SLT evaluations</p> <p>Robust tracker updated daily by Behaviour and inclusion team</p> <p>All staff aware of PP students in each Reg group , recorded on progress / behaviour spreadsheet present in class teaching files.</p>	<b>JCo/JWi/</b>	<b>July 2019</b>

			<ul style="list-style-type: none"> <li>• Regular meetings with staff involved (JCo/JWi/MHe)</li> <li>• SLT agenda every week (JCo)</li> <li>• DMB and Assemblies (MHe)</li> <li>• Behaviour spreadsheet for improved tracking</li> </ul> <p>% of staffing costs % staffing costs for behaviour team</p>		
<b>B. Sustained High quality T&amp;L</b>	<p>Sustained outstanding teaching and learning to raise achievement for all, thereby increasing achievement for PP students</p> <p>Using teaching strategies and developing pedagogy Building effective learning relationships Improving professional expertise, undertaking effective development and training</p>	<p>Sustained outstanding T&amp;L for all students will inevitably raise achievement for all, including PP students.</p> <p><b>Characteristics of effective learning :</b> Monitoring and feedback (target setting, AfL, use of data and classroom evidence) Teaching for learners' use of strategies Peer interaction and mutual support High quality relationships to enable learning</p>	<p>Coaching visits/drop ins and review through Line Management meetings and CPD</p> <p>Effective leadership . A clear focus on improving learning Agreed structures and processes in school The importance of staff skills and professional development Making learning Regular learning walks by slt/ department heads to check context sheets and interventions happening</p> <p>Regular meetings with students to discuss actions in class files, Book looks and case studies</p> <p>Whole school CPD % staffing costs</p>	ESLT	July 2019
<b>C. Progress : Understanding of current performance and next steps in</b>	Clear use of Data at each tracking point using a 'PP first' approach to ensure each students needs met. Reviewing	PP achievement and Progress is at least as good as non PP	Review the process at each tracking point (JKi/MHe/Primary ESLT) and discuss impact with FDs. Clarity of expectation to be	JKi/MHei /FDs	July 2019

learning – to ensure no gaps	<p>in class recommendations with students to make changes as data suggests</p> <p>PP First analysis of students at each tracking point. FD to review progress and to review in class recommendations with PP champion, guidance at each tracking point, via faculty meeting on a Monday</p>	<p>With clear focus on data we can analyse the progress being made by each student and then review the recommendations for working with them. This will join up the T&amp;L aspects and the bespoke intervention as discussed above to ensure it is all focussed on student achievement.</p>	<p>provided for FD and tutor for academic mentoring/tutoring .</p>		
<p><b>A -Contribution towards behaviour team</b>  <b>B-Contribution to CPD</b>  <b>C-Teaching &amp; Learning</b>  <b>Total budgeted cost</b></p>					<p>£7,000  £1,500  £35,000  £43,500.00</p>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>D.</b>Bespoke programme of intervention for PP students based on individual understanding of situation via Teacher (Yr 1/2/6)</p>	<p>In class recommendations created for each PP student.</p> <p>Individual interview for each.</p> <p>Meet students in small groups  Explained the process – that they are eligible for PP  Asked them what they need, identify barriers to learning  Checked in with them regular</p> <p>Summarised notes with targeted actions provided for each student from RA team</p>	<p>Rationale – given our numbers of PP students we are in the position to be able to know them and respond to their needs individually. Results are lower than whole school and the individual approach will allow a bespoke programme for PP students to be created.</p> <p>Better understanding of needs analysis often a small barriers being removed can have high impact.</p> <p>Students need to have a stake in what they are learning. When</p>	<p>Individual review with class teachers via progress meetings f PP students at tracking points.</p> <p>Interview with students to gauge how things are progressing and if barriers are being removed.</p> <p>Action plan agreed where appropriate to assist students in improving progress where necessary.</p> <p>Tracking behaviour/attendance and progress data to see impact on increased Engagement  Ensured students were involved</p>	<p>MHe  /Primary  RA  Team/Class  Teachers</p>	<p>July 2019</p>

		visiting classrooms, we know kids have buy in when they say things like, our work, our ideas, our books.	in the process through actioned meetings		
E. Attendance – link between attendance and performance for all students – ensure PP has at least as good attendance as non PP	<p>Improved tracking and monitoring</p> <p>Review and develop policy and practice for monitoring attendance.</p> <p>Work with Attendance Office/JCo to ensure common approach across year groups and to develop signposting of attendance where a decrease is detected.</p>	<p>PP attendance at least as good as non PP. Reviewed protocols to ensure regular updated attendance info to relevant staff and a 'PP First' approach to monitoring attendance and pick up via attendance minibus</p> <p>On the whole PP attendance is very similar to whole school, and a re-focus on this aspect of work will serve as a reminder to students and parents of the need for consistently good attendance.</p>	<ul style="list-style-type: none"> <li>Regular meetings with staff involved (JCo/SMa/MHe)</li> <li>SLT agenda every week (JCo)</li> <li>DMB and Assemblies (MHe)</li> <li>Attendance Bus (SMa/Fred)</li> <li>Attendance dashboard for improved tracking</li> <li>Attendance flyer sent out with report</li> </ul> <p>% staffing costs</p>	SMa/JCo	End of Unit 3 as new team starting summer term
F. Appropriate levels of financial support for disadvantaged students to ensure equality of opportunity	Continue to support payments to families as necessary to ensure equality of opportunity to resources and curriculum.	PP students can be at a disadvantage to enjoy the same opportunities as peers. Payment will be made where appropriate to support this	<p>Budget for equipment/ books and uniform : FDs to give equipment eg (chromebooks for hegerty)/ uniform where needed</p> <p>Review via spreadsheet and through checking the in class recommendations are followed where requests are made.</p> <p>£10K budget</p>	Class teachers /MHe	daily
				<p><b>D- PP Faculty Champion time</b> £20,300</p> <p><b>E – Contribution to Attendance Officer salary</b> £3,000</p> <p><b>E- Contribution to Attendance Bus</b> £2,000</p> <p><b>F – Payments as necessary</b> £10,000</p> <p><b>Total budgeted cost</b> £35,300.00</p>	

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
G. Understanding of individual needs of each PP student Bespoke programme of intervention for PP students based on individual understanding of situation via FD/Teacher	Teachers have regular opportunities to sit down with Primary ESLT and together look at the student data: grades, teacher reports, and student work, engagement, behaviour to determine the students who need additional support, and what exactly they need.	Small groups intervention in maths (Key skills) and english (Reading speed/comprehension)	Individual review with class teachers of PP students at tracking points and interview with students to gauge how things are progressing and if barriers are being removed. Action plan agreed where appropriate to assist students in improving progress where necessary	SCs/Class Teachers	Every half term targeted intervention
<b>G- Contribution to targeted intervention</b>					£19,200
<b>Total budgeted cost</b>					£19,200

1. Desired outcomes			RAG
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	
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B	Sustained outstanding teaching and learning to raise achievement for all, thereby increasing achievement for PP students	Sustained outstanding T&L, developing innovative approaches to classroom practice. Tracking of progress	
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E	PP attendance at least as good as non PP. Reviewed protocols to ensure regular updated attendance info to relevant staff and a 'PP First' approach to monitoring attendance and pick up via attendance minibus.	PP attendance at least as good as Non pp	
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2. Review of expenditure	
Previous Academic Year	
i. Quality of teaching for all	

Desired outcome	Chosen action/approach	Lessons learned	Cost
A, B, C	see strategic plan above	<ul style="list-style-type: none"> <li>• PP students Key objective in weekly Y6/2/EY RA meetings (Standing item)</li> <li>• Pupil progress has improved, but attainment for PP students is still below national. Ensure highest level of challenge is consistently delivered to all students.</li> </ul>	£10000
<b>ii. Targeted support</b>			
Desired outcome	Chosen action/approach	Lessons learned	Cost
D, E, F	see strategic plan above	<ul style="list-style-type: none"> <li>• PP students clear focus group in short burt intervention sessions</li> <li>• Attendance bus use assisted in closing the gap between Disadvantaged/Non disadvantage groups</li> <li>• Whole class attendance rewards having a positive impact in attendance of Disadvantage groups</li> </ul>	£12000
<b>iii. Other approaches</b>			
Desired outcome	Chosen action/approach	Lessons learned	Cost
G	see strategic plan above	<ul style="list-style-type: none"> <li>• Correct equipment for all has impacted the attendance of some of out longer term issues with Disadvantaged groups.</li> </ul>	£4970