



Atlantic **ACADEMY** Secondary Pupil Premium Strategy Statement

1. Summary information					
School	Atlantic				
Academic Year	2019-2020	Total PP budget £271,040	£163,000 secondary	Date of most recent PP Review	September 2020
Total number of pupils	772 - 425 secondary	Number of pupils eligible for PP 163	265 with 163 in secondary 62% of budget	Date for next internal review of this strategy	July/Sept 2020

2. Current attainment Y11 2019-20 GCSE Results 2020		
students	<i>Pupils eligible for PP at Atlantic Academy students 33</i>	<i>Pupils not eligible for PP (national average) students 39</i>
% achieving 4+ in english and maths combined	40	56
% achieving 5+ standard in english and maths combined	18	33
% achieving 4+ in English	46	69
% achieving 4+ in Maths	55	69

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Behaviour: Understanding of individual needs of each PP student, including attendance
B.	Sustained High quality T&L
C.	Progress : Understanding of current performance and next steps in learning – to ensure no gaps
D.	Bespoke programme of intervention for PP students based on individual understanding of situation via FD/Teacher (Yr11/10) Pastoral approach
E	Understanding of individual needs of each PP student Subject specific approach
F	PP attendance at least as good as non PP.
I	Issues of poor behaviour reduced so that there is no difference between PP and non-PP students.

J	Creating opportunities to provide positive role models for white underachieving PP boys and raise aspirations by demonstrating career possibilities	
External barriers		
G	Improved attendance figures for PP students to match or exceed non-PP students	
H	Appropriate levels of financial support for disadvantaged students to ensure equality of opportunity	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
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 positive behaviour points as engaged with learning
B.	Sustained outstanding teaching and learning to raise achievement for all, thereby increasing achievement for PP students Using teaching strategies and developing pedagogy Building effective learning relationships Improving professional expertise, undertaking effective development and training	Sustained outstanding T&L for all students will inevitably raise achievement for all, including PP students.
C.	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 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	PP achievement and Progress is at least as good as non PP, Attendance is at Academy target
D.	Bespoke programme of intervention for PP students based on individual understanding of situation via FD/Teacher Pastoral approach	Payments made for requests where appropriate. (E.g Support with equipment/uniform/books/trips/enrichment/Brilliant Cub)
E.	Understanding of individual needs of each PP student Bespoke programme of intervention for PP students based on individual understanding of situation via FD/Teacher Subject specific approach	In class recommendations created, distributed and reviewed. Wave 1, 2 and 3
F.	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
G	Improved attendance figures for PP students to match or exceed non-PP students	PP students do not have a lower attendance percentage compared to non-PP students. However, the gap between PP and non-PP students has reduced.
H	Appropriate levels of financial support for disadvantaged students to ensure equality of opportunity	PP students are not at a disadvantage to enjoy the same opportunities as peers. Payment will be made where appropriate to support this
I	Issues of poor behaviour reduced so that there is no difference between PP and non-PP students.	There is no gap between the number of the behaviour points between PP and non-PP
J	Creating opportunities to provide positive role models for white underachieving PP boys and raise aspirations by demonstrating career possibilities	Increasing aspirations for students so that they are more likely to pursue higher education

5. Planned expenditure					
Academic year	2019-2020				
i. Quality of teaching for all					
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?
A.Behaviour: Understanding of individual needs of each PP student	Clear use of Data at to track and implement strategies to ensure less removals from lesson and completion of all work Parental interviews with VP or Principal and Inclusion Lead. Inclusion team foci.	Reduction in SWAT removals from class Reduction in after school detentions Improvement in positive behaviour points	SLT agenda item to track.monitor and evaluate impact Robust tracker updated daily by Behaviour and inclusion team All staff aware of PP student in faculty , recorded on progresso / behaviour spreadsheet <ul style="list-style-type: none">Regular meetings with staff involved (JCo/JWi/LBi)SLT agenda every week (JCo)DMB and Assemblies (ADa)Behaviour spreadsheet for improved tracking % of staffing costs % staffing costs for behaviour team	JCo/JWi/SAs	July 2020
B. Sustained High quality T&L	Sustained outstanding teaching and learning to raise achievement for all, thereby increasing achievement for PP students Using teaching strategies and developing pedagogy Building effective learning relationships Improving professional expertise, undertaking effective development and training	Sustained outstanding T&L for all students will inevitably raise achievement for all, including PP students. characteristics of effective learning : 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	Coaching visits/drop ins and review through Line Management meetings and CPD 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 Regular meetings with students to discuss actions in class files, Book looks and case studies Whole school CPD % staffing costs	ESLT	July 2020

C.Progress : Understanding of current performance and next steps in learning – to ensure no gaps	<p>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</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>PP achievement and Progress is at least as good as non PP</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&L aspects and the bespoke intervention as discussed above to ensure it is all focussed on student achievement.</p>	Review the process at each tracking point (JKi/LBi/FDs) and discuss impact with FDs. Clarity of expectation to be provided for FD and tutor for academic mentoring/tutoring .	JKi/LBi/FDs	July 2020
<p>A -Contribution towards behaviour team £7,000 B-Contribution to CPD £1,500 C-Teaching & Learning £50,000 Total budgeted cost £58,500.00</p>					
ii. Targeted support					
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?
D. Bespoke programme of intervention for PP students based on individual understanding of situation via FD/Teacher (Yr11/10) Pastoral approach	<p>In class recommendations created for each PP student. Individual interview for each.</p> <p>Met students in small groups</p> <p>Explained the process – that they are eligible for PP</p> <p>Asked them what they need, identify barriers to learning</p> <p>Checked in with them regular student with FD/SC/DSC and summarised notes with targeted actions provided for each student</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. In general results are very similar to whole school and the individual approach will allow a bespoke programme for PP students to be created. Better understanding of needs analysis often a small barriers being</p>	<p>Individual review with FD/SC/DSC 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.</p> <p>Tracking behaviour/attendance and progress data to see impact on increased Engagement</p> <p>Ensured students were involved in the process through actioned meetings</p>	LBi/FDs/SCs / DSCs	July 2020

		<p>removed can have high impact</p> <p>Students need to have a stake in what they are learning. When visiting classrooms, we know kids have buy in when they say things like, our work, our ideas, our books.</p>			
E. Understanding of individual needs of each PP student Bespoke programme of intervention for PP students based on individual understanding of situation via FD/Teacher Subject specific approach	Teachers need opportunities to sit down with their FD and all together look at the student data. And not just the standardized test but other data: grades, teacher reports, and student work , to determine the students who need additional support, and what exactly they need.	Small groups for Basket ½ subjects	Individual review with FDs 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	FDs/SCs	Every half term targeted intervention
F. Attendance – causal 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"> Regular meetings with staff involved (JCo/SMa/Ada/LBi) SLT agenda every week (JCo) DMB and Assemblies (ADa) Attendance Bus (SMa/Fred) Attendance dashboard for improved tracking Attendance flyer sent out with report <p>% staffing costs</p>	SMa/JCo	End of Unit 3 as new team starting summer term
G. Improved attendance figures for PP students to	Attendance officer to ensure that all absences are followed up prior to Period 2.	PP students have a lower attendance percentage compared to non-PP	Communication between the Attendance Officer and Subject	SMa/FDs	Daily

match or exceed non-PP students	Any patterns of non-attendance are identified and addressed. Any students with significantly low attendance to work with family liaison officer PP Priority for daily minibus collection for non attendance	students. However, the gap between PP and non-PP students has reduced.	Coordinators and Faculty Directors is vital. Registers completed on time and communication with FDs for SMA to go out and collect		
H. 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	Budget for equipment/ books and uniform : FDs to give equipment eg (chromebooks for hegerty)/ uniform where needed Review via spreadsheet and through checking the in class recommendations are followed where requests are made. £10K budget	FDs /LBI	daily
D- Intervention time E – Contribution to Attendance Officer salary E- Contribution to Attendance Bus F – Payments as necessary Total budgeted cost					£32,300 £5,000 £5,000 £7,000 £49,300.00
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?
I. Issues of poor behaviour reduced so that there is no difference between PP and non-PP students.	Ensure behaviour systems are applied consistently across the Academy. Students identified as being in need of a targeted behaviour intervention to be placed in wave 1/2 interventions. Key students, of which PP given a proactive timetable with experienced staff teaching core subjects in the SRC as an intervention strategy. This is tracked on 4 matrix as a target group	There is a gap between the number of the behaviour points between PP and non-PP	Behaviour Team and Teaching staff must be more aware of who the PP students are within their groups. Parents/ Carers should be engaged with the academy further. Reduce the Number of behaviour points between Units of work for PP students	PKn PSa	Every half term/ end of unit

J. Creating opportunities to provide positive role models for white underachieving PP boys and raise aspirations by demonstrating career possibilities	Workshops, trips, information about apprenticeships, University visits, work experience and out of school visits to workplaces e.g Sunseeker. Year 11 motivational assemblies which are held by visitors and former students and local 6th form providers	Increasing aspirations for students so that they are more likely to pursue higher education	Visits to higher institutions increases aspirations. The academy should increase the number of visitors from the top Universities.	TBo	Every half term/ end of unit
G- Contribution to targeted intervention					£65,000
Total budgeted cost					£65,000

6. Desired outcomes			RAG
	<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 positive behaviour points as engaged with learning	
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	
C	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	
D	Bespoke programme of intervention for PP students based on individual understanding of situation via FD/Teacher	In class recommendations created, distributed and reviewed. Wave 1, 2 and 3	
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	
F	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)	

7. 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	Clear use of Data to track and implement strategies to ensure less removals from lesson and completion of all work Sustained outstanding teaching and learning to raise achievement for all, thereby increasing achievement for PP students	£92000

		Sustained outstanding T&L, developing innovative approaches to classroom practice. Tracking of progress	
ii. Targeted support			
Desired outcome	Chosen action/approach	Lessons learned	Cost
D/E/F	see strategic plan above	<p>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</p> <p>In class recommendations created, distributed and reviewed. Wave 1, 2 and 3 PP attendance is not as good yet as Non pp, more worked needed. however attendance bus helped get students into their exam and impacted positively on attendance improving</p> <p>PP achievement and Progress was better than non PP, Attendance is at Academy target</p>	£66500
iii. Other approaches			
Desired outcome	Chosen action/approach	Lessons learned	Cost
/G/H/I	see strategic plan above	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.	£95300

GCSE 2019 Results		
	<i>Pupils eligible for PP at Atlantic Academy 28 students</i>	<i>Pupils not eligible for PP at Atlantic Academy 40 students</i>
P8	0.05	0.56
% achieving 4+ in English and maths combined	46.4	57.5
% achieving 5+ standard in English and maths combined	21.4	42.5
% achieving 5+ English	64.5	75.0
% achieving 5+ maths	53.5	65.0