

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Atlantic Academy
Number of pupils in school	786
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22- 2023/24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	M Heppell & L Bishop
Pupil premium lead	M Heppell (Primary) & L Bishop (Secondary)
Governor / Trustee lead	Regional CEO: David Herbert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£285,000
Recovery premium funding allocation this academic year	£38,944
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	£323,944

Part A: Pupil premium strategy plan

Statement of intent

The focus of our pupil premium strategy is to ensure 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in our statement is also intended to support the needs of all students, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure all students eligible for the pupil premium make outstanding academic progress and achieve beyond expectations with high-quality teaching at the center of our approach
- 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 that we recognise 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 school leaders have identified as being socially disadvantaged.
- ensure parents of disadvantaged children understand they can make a positive contribution to their children's achievement in the school by engaging in relevant training and recognising that parental involvement makes a difference.

Our FSM & PP numbers across each year

Year	FSM	PP	Year	FSM	PP
Reception	10% (5)	14% (7)	7	41% (43)	41% (43)
1	30% (13)	30% (13)	8	35% (32)	42% (38)
2	30% (10)	30% (10)	9	34% (33)	35% (34)
3	37% (11)	43% (13)	10	31% (27)	36% (32)
4	34% (21)	39% (24)	11	41% (30)	43% (32)

5	30% (18)	31% (19)			
6	29% (15)	33% (17)	All Year	33% (258)	36% (279)

Challenges

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

Challenge number	Detail of challenge
1	<p>Ensuring enough time is given over to allow for staff professional development</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Ensuring enough time for school maths-lead to support small groups</p> <p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, about 55% of our disadvantaged pupils arrive below age-related expectations compared to 79% of other pupils. This gap remains steady to the end of KS2.</p>
3	<p>Engaging the families facing most challenges</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 22 pupils (15 of whom are disadvantaged) currently require additional support with social and emotional needs, with 36 (21 of whom are disadvantaged) receiving small group interventions.</p>
4	<p>Attendance</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5.29% and 6.42% lower than for non-disadvantaged pupils.</p> <p>87.03% of disadvantaged pupils have been 'persistently absent' compared to 93.19% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress compared to 55.40% of their peers. This gap remains steady during pupils' time at our school PP and Non PP Attendance Data</p>
5	<p>Ensuring enough time and opportunities are given over to allow for student personal development (especially female students with lower prior attainment and/ or have SEND)</p> <p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly with their confidence, oracy and cultural capital understanding to support English comprehension</p> <p>2020-21 GCSE results</p> <p>Students who got 9-4 English: PP (50%) compared to Non PP (76.9%) with a Gap of 26.9%</p> <p>Students who got 9-4 Maths: PP (53%) compared to Non PP (65.4%) with a Gap of 12.3%</p> <p>Students who got 9-4 in 2 Sciences : PP (58%) compared to Non PP (76.5%) with a Gap of 18%</p> <p>Students who didn't get English or Maths: PP (44%) compared to Non PP (17%) with a Gap of 26.5%</p>
6	<p>Engaging the families - providing in school support to those facing most challenges</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a</p>

	<p>greater extent than for other pupils. Our observations have also identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in reading, oracy and maths.</p>
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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 Progress in Reading and Writing	<ul style="list-style-type: none"> • Achieve national average progress scores in KS2 Reading • Achieve national average in Phonics screening Data in Year 1 • 70% of Y1 parents read and work with pupils every week at home • All students who do not meet Phonics check expectations receive a daily, intense catch up program using RWI materials
Improve Progress in Mathematics among disadvantaged pupils.	<ul style="list-style-type: none"> • Achieve national average KS2 Mathematics progress score • Catch up intervention is in place for identified gaps in PPE (Numberjacks 1:3 intervention resource) • Increased Maths attainment from EY (76%) to KS1 through Maths No Problem scheme
Improve Progress in Phonics	<ul style="list-style-type: none"> • Achieve national average expected standard in PSC • 1000% of T and L in phonics lessons are delivered at the expected level. <ul style="list-style-type: none"> ◦ • 90% of pupils in Y1 make progress in phonics knowledge across every half term. • 85% of Y1 pupils meet expected standard against end of year phonics screening assessments • 80% of Y2 pupils meet expected standard against end of year phonics screening assessments (Last assessment 12/10) <ul style="list-style-type: none"> ◦ Girls: 17/20 85% ◦ Boys: 7/9 77% ◦ Total: 24/29 83%
Improved attendance for all pupil, particularly disadvantaged pupils	<ul style="list-style-type: none"> • No improvement in attendance since last year. New focus on cross-school and across-LA working to address this issue. • Improve attendance of disadvantaged pupils in primary to in line with national average • Reduce the attendance gap between disadvantaged and their non-disadvantaged peers to 2.5%. • Improve attendance of disadvantaged pupils in secondary in line with national average
Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	<ul style="list-style-type: none"> • Using the Sims comparative model 2021 and IDSR report • Overall whole school progress 8 by 2022/23 shows a significant progress0.4) above the national average and in the highest 20% of all schools. • A8 38.12 (FFT20) • 9-5 25% (FFT20)
Improved attitudes to learning	<ul style="list-style-type: none"> • Reduction in removals form lessons by 40% • Reduction in FTEs • Reductions in repeat FTEs

Metacognition and self efficacy change project:	<ul style="list-style-type: none"> Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes. Teachers should support pupils to plan, monitor, and evaluate their learning.
Access to resources	<ul style="list-style-type: none"> Ensure all those that need a chromebook to access work from home have one All revision materials paid for Support with purchasing option subject materials Support with being equipped ready for the day (uniform/ trips/ stationary)

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: £128,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress in Reading	<ul style="list-style-type: none"> Reading books sent home match phonics scheme <ul style="list-style-type: none"> Where pupils are still accessing phonics, all children to take home 1x RWI book, and 1x reading for pleasure book Plan varied activities to improve engagement Provide a range of resources and strategies to support parents at home using the Ruth Miskins online portal All pupils read to an adult twice a week as a minimum. EEF Reading Comprehension strategies 	1
Progress in Writing	<ul style="list-style-type: none"> Working with the English Hub to ensure all relevant staff (including new staff) have received paid-for training to ensure units of work have clear succession and cater to all abilities Opportunities for extended writing support for all available in each unit of work Talk for writing training applied and strategies embedded in EY/KS1 to support extended writing in the youngest year groups EEF Writing strategies 	1
Progress in Mathematics	<ul style="list-style-type: none"> Work with the maths hub and purchase textbooks to embed Teaching for Mastery across all year groups Purchase and apply daily Multiplication strategies in Year 4 through TTRockstars platform. Analyse the results through the stats package to identify areas of intervention and apply early catch up where required. <ul style="list-style-type: none"> Catch up through Number stacks resource. EEF Maths strategies - KS2 	2
Phonics	<ul style="list-style-type: none"> Phonics CPD training - ensure all staff are trained to deliver the Read Write Inc Program 	1

	<ul style="list-style-type: none"> • Daily keep up intervention strategies in place available for any student who has identified gaps in learning • Pupils in Y2 who have not met expected standard towards Phonics screening receive intervention session 3x weekly • pupils in Y3 who have not met expected standard towards Phonics screening receive intervention session 3x weekly • Pupils in UKS2 who are below their chronological age in reading access the daily Fresh Start RWI intervention program. • EEF Phonics Strategy 	
Secondary Priority 1: Oracy	<ul style="list-style-type: none"> • A school -wide review of 'teaching talk' methods ensures that pupils are taught to talk confidently, appropriately and sensitively • Targeted vocabulary instruction is delivered in all subjects. • All subjects include a minimum of 1 oracy based activity per unit in MTPs. • Pupils know how to discuss and debate issues and ideas in a considered way <p>We use some of the recommendations from the EEF KS3/4 Literacy guidance either within our register and read programme and lesson which provide opportunities for structured talk (no 6)</p> <p>Oral Intervention strategies EEF strategies</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include:</p> <p>targeted reading aloud and book discussion; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</p>	5 & 6
Secondary Priority 2: Reading	<ul style="list-style-type: none"> • Register & Read Programme linked to PSHE theme of the week • All staff know the reading strategy for the year • Staff use/ reference challenging texts in their curriculum • The curriculum for KS3 reading lessons is mapped out to ensure reading lessons are delivered to a high standard. • Paired reading intervention programme is delivered to any pupil in Y9 and Y10 significantly behind their reading age • Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: • Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <p>We use the 7 recommendations from the EEF KS3/4 Literacy guidance either within our register and read programme. Knowledge organisers and curriculum delivery and Oracy (no 6)</p>	4,5 & 6
Secondary Priority 3: Feedback	<p>Academic feedback is more strongly and consistently related to achievement than any other teaching behaviour...this relationship is consistent regardless of grade, socioeconomic status, race, or school setting.' Feedback can improve a student's confidence, self-awareness and enthusiasm for learning. Bellon, J.J., Bellon, E.C. & Blank, M.A. (1991)</p> <ul style="list-style-type: none"> • Effective feedback and how to use it for maximum impact: evidence of feedback in books 	4, 5 & 6

	<ul style="list-style-type: none"> • Lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment; • Deliver appropriately timed feedback, that focuses on moving learning forward; and, crucially, • Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered. • Modelling and explanations • Learning Walks ensure appropriate challenge, scaffold and support for all pupils <p>We use the EEF feedback strategies to support this</p> <p>These key principles are included in our AIP and provide the central messages. They state that teachers should:</p> <ol style="list-style-type: none"> 1. lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment; 2. deliver appropriately timed feedback, which focuses on moving learning forward; and 3. plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered. 	
Barriers to learning these priorities address	<p>Lockdown and lack of engagement - gaps in knowledge and confidence need addressing</p> <ul style="list-style-type: none"> • Cognitive Science informed approach to T&L (supported by CPD) • Knowledge-rich curriculum • Mastery Homework KOs • Regular Subject Planning and Development Meetings • Quality Assurance that actively supports curriculum development • Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: • Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF 	4, 5 & 6

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

Budgeted cost: £ 88600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress in Reading	<p>Buy and embed use of Accelerated Reader across all year groups to increase reading for pleasure</p> <p>Buy RWI Book Bag books to support home reading, In addition purchase RWI Non-Fiction texts to further engaged those disengaged readers</p> <p>Purchase RWI ANthology texts to support UKS2 reading for Fresh start intervention group students.</p>	1

	Resource RWI Phonics catch up classrooms- all areas where RWI is taught are fully resources with equipment to support the teaching of phonics.	
Progress in Mathematics	<p>Establish small group maths interventions using 'Number stacks' intervention for disadvantaged pupils falling behind age-related expectations</p> <p>Resources Maths Scheme 'Maths No Problem' to ensure quality lessons are delivered to a consistent standard</p> <p>Continued subscription to TTRockstars including the bolt on resources to embed the fluent application of times table knowledge.</p>	2
Primary Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness	3
Secondary Priority 1: Attendance	<ul style="list-style-type: none"> Target pupils when they drop below the 97%, 95% and 90% attendance, through pastoral support and attendance team. Liaise with the Dorset Council regarding Persistent Absence and fine those parents/carers where attendance does not improve. Reward pupils with attendance above 97%. 	4
Secondary Priority 2 Personal Development - Enrichment	<ul style="list-style-type: none"> There is strong take-up by pupils of the enrichment and trip opportunities provided by the school. The most disadvantaged pupils constantly benefit from this excellent work. Increasing engagement with Enrichment offer amongst disadvantaged pupils 	5
National Tutoring Programme	<ul style="list-style-type: none"> Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers <p>Primary - 15 hours of Maths 30 minutes 2x per week</p> <ul style="list-style-type: none"> 1:3 on-line for 15 students, ie 5 groups. Preferred times afternoons or 11:00-11:30 <p>Secondary - 15 hours of Maths 30 minutes either 3 or 5 times per week</p> <ul style="list-style-type: none"> 1:3 online for 15 students, ie 5 groups Preferred time 8:30-9:00 	5 & 6
Secondary Barriers to learning these priorities address	<p>Lockdown has limited the personal development opportunities, engagement and interest to participate</p> <ul style="list-style-type: none"> "Pupil progress" parental meetings KS4 Maths and English Tutor time intervention NTP support in school After school revision Homework after school support Thinking reading programme Paired reading programme Strong Pastoral team support Strong behaviour Team support Excellent in house alternative provision (The Zone) 	4,5 & 6

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

Budgeted cost: £ 88000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Primary Priority 1	Creating and embedding a Magic Breakfast club Ensure Breakfast club is delivered to all students who require additional support of a morning. Use 'Think Good, Feel Good' intervention strategies to ensure Nurture discussion and resources are delivered during breakfast to support 'ready to learn' attitudes for the most disadvantaged students.	3
Primary Priority 2	Sharing a part-time education welfare officer with partner schools to support families with attendance and acute need Attendance profiles in place to support students and families break down barriers to attending school	3
Primary Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils Aspirations framework to focus on fun and engagement aspects of the curriculum, designed to ensure equal spread of cultural capital across all students equally Creator Space in place to encourage opportunities to develop fluency in computing and engagement using a wide range of technologies. Alternative provision in place to support students in attaining 'Artsmark award' status through local charity - Sculpture trust.	3
Secondary Priority 1: The Aspirations Framework and student leadership	<ul style="list-style-type: none"> The Aspirations framework is embedded in the academy All staff are trained in the Aspirations framework There are strong student leadership opportunities Director of Student leadership and Aspirations to be based at Atlantic 1 day a week to lead on Aspirations Edge Atlantic Values Award & Aspirations Edge Programme 	5
Secondary Priority 2: Creativity and innovation	<ul style="list-style-type: none"> The curriculum encourages opportunities for innovation and creativity for disadvantaged pupils The Creator Space and similar opportunities are fully in use The use of technologies enhances learning 	5
Secondary Barriers to learning these priorities address	Legacy Attendance and participation of key pupils <ul style="list-style-type: none"> Target pupils when they drop below the 97%, 95% and 90% attendance, through pastoral support and attendance team. Pastoral support packages & plans (internal and external) Symbiosis between whole school offer and Pupil Premium Strategy School staff used to cover classes rather than supply staff. Attendance team support Mental Health and Wellbeing support Senior Leader Mental health training Brilliant Club 	4 & 6

Total budgeted cost: £ 305000

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Reception 2020-2021

ELG	PP	Non PP	SEN	Non SEN	Female	Male
69.6%	46.2%	78.8%	33.3%	75.0%	75%	65.4%

Year 1 Phonics 2020-2021

Pass	PP	Non PP	SEN	Non SEN	Female	Male
57.1%	10%	76%	25%	66.7%	66.7%	50%

Year 2 2020-2021

	Maths	Reading	Writing
PP GDS	8.3%	25.0%	8.3%
PP EXS	33.3%	8.3%	25.0%
Non PP GDS	11.1%	22.2%	11.1%

Non PP EXS	50.0%	38.9%	50.0%
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Year 6 2020-2021

	Maths	Reading	Writing	Combined
PP GDS	30.4%	26.1%	39.1%	21.7%
PP EXS	34.8%	43.5%	39.1%	34.8%
PP Pass	65.2%	69.6%	78.2%	56.5%
Non PP GDS	34.8%	34.8%	30.4%	26.1%
Non PP EXS	52.2%	56.5%	60.9%	56.5%
Non PP Pass	87%	91.3%	91.3%	82.6%

Year 11 2020-2021

Attainment Y11 2020-21		
students	<i>Pupils eligible for PP at Atlantic Academy students (33 students = 39% of cohort)</i>	<i>Pupils not eligible for PP (51)</i>
% achieving 4+ in english and maths combined	49%	59%
% achieving 5+ standard in english and maths combined	24%	35%
% making at least expected progress in English	33%	60%
% making at least expected progress in Maths	49%	67%
Desired outcomes 2020-21		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 student's needs are 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	due to covid
E	PP attendance is 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	due to covid
F	Students 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)	due to covid

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
Brilliant Club	Brilliant Club
National Tutoring Programme	TBC
Enterprise awareness	Bassit Sidiqui
Mental Health awareness	Hear at Last
Medical Mavericks	Medical Mavericks
Enterprise and business skills	Young Enterprise
Summer transition (year 11)	NCS
Summer School	HAF
Careers guidance	Ansbury / EDT
Read Write Inc Training	Ruth Miskins

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.