

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	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
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 2021-22	Amount 2022-23
Pupil premium funding allocation this academic year	£285,000	£299,640
Recovery premium funding allocation this academic year	£38,944	£60,913
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£360,553

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 also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities 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 strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach is to 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 centre of our approach
- 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 we reserve the right to allocate the pupil premium funding to support any students who have been 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	4.8 (2)	9.76 (4)	7	31% (31)	33% (33)
1	29% (14)	29% (14)	8	40% (40)	42% (42)
2	31% (15)	33% (16)	9	40% (36)	44% (39)
3	35% (12)	35% (12)	10	33% (31)	32% (30)
4	42% (14)	45% (15)	11	36% (31)	42% (36)
5	36% (21)	39% (24)			
6	38% (24)	40% (25)	All Year	34% (271)	36% (289)

Challenges

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

Intended outcome	Detail of challenge
<p>1. Improved Attendance</p>	<p>Our attendance data over the last indicates that poor attendance among disadvantaged pupils has significantly greater impact on KS4 outcomes compared to non disadvantaged whe 25% of PP cohort gained 5 GCSEs at Grade 9-4+ compared to 71% non disadvantaged</p> <p>Outcomes Vs Attendance :Below is a breakdown of those groups and impact attendance had on outcomes</p> <p>Below 84% : 15 students (22% of cohort) only 1 student (11.4% of cohort) in this group achieved 9-4 including Maths & English</p> <p>Between 85-94% 24 students (34% of cohort) of which 13 (19%) achieved 9-4+ and 3 (4%) achieved 9-5+</p> <p>Above 95% : 31 students (44% of cohort) of which 21(31% of cohort) achieved 9-4 and 12 (17% cohort) achieved 9-5</p> <p>47% of disadvantaged pupils have been ‘persistently absent’ during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
<p>2. Relationships</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 as well as lack of engagement with tasks. This is indicated across the curriculum, particularly with lack of homework, lateness to school, removals from lessons and suspension data</p>
<p>3. Closing the GAPS</p>	<p>Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. Social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment and confidence to articulate and explain their ideas</p> <p>This has resulted in knowledge gaps resulting in disadvantaged pupils falling further behind age-related expectations across several subjects and especially in maths.</p> <p>The attainment of disadvantaged pupils in maths GCSE and KS2 is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>Internal and external assessments continue to show that this gap widens during pupils’ time at our school and the longer a pupil is on FSM’s</p>
<p>4. Personal Development</p>	<p>Our assessments, observations and discussions suggest that the uptake of opportunities by many of our disadvantaged pupils continues to be low</p> <p>This results in low self esteem, engagement with school and a sense of belonging which in time has affected attendance and attainment</p>

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
1. Attendance	<ul style="list-style-type: none"> ● PA is reduced in Primary, Secondary and overall by 10% compared to previous years ● Increase no of students getting 96% attendance in Primary and 95% in secondary ● Improve attendance across the academy on a weekly 3 year comparison ● OPS attendance shows progress ● Effective tracking across all year groups will inform what has worked/ had impact/ what is not working
2. Relationships	<ul style="list-style-type: none"> ● Interacting: responding appropriately to feedback from students about their thinking/ knowledge/understanding; giving students actionable feedback to guide their learning ● Activating hard thinking through effective formative assessment strategies & feedback ● Helping students to plan regulate and monitor their own learning progressing from structured to independent learning ● The number of PP pupils who receive a suspension continues to remain low ● PP Pupil attendance and attainment outcomes improve ● All Pupils are polite and demonstrate positive relationships ● Improved Parental engagement
3. Closing the GAPS	<ul style="list-style-type: none"> ● Great teaching knowledge of the curriculum and content ● Creating a supportive environment and maximising opportunities to learn ● Explaining: presenting and communicating new ideas clearly, with concise, appropriate,engaging explanations; connecting new ideas to what has previously been learnt ● Subject/KS Leads are aware of any inhouse variation and can share good practice and direct staff for further CPD. Close gaps between PP and non PP in all PPEs ● Learning walks monitoring visits & book looks demonstrate pupils are engaged and challenged in lessons- no difference between PP / Non PP ● All pupils receive a high level of rigour and challenge in every lesson ● Catch up intervention is in place for identified gaps in PPE working alongside the NTP/ Jurassic Maths Hub (for foundation skills supporting basic mathematical knowledge). Specialist intervention in reading for any students reading significantly below their chronological age. ● Ensure all staff delivering maths complete Specialist Knowledge for Teaching maths CPD and Secondary Non-specialist Teachers ● Pupils in the following year group make expected progress (FFT50) by the end of the academic year <ul style="list-style-type: none"> ○ 67% combined of pupils in Y6 ○ 83% of pupils in Y11 4+ including Maths and English ○ 70% of Y1 parents read and work with pupils every week at home

4. Personal Development:	<ul style="list-style-type: none"> • Good uptake of enrichment opportunities by pupils across the Academy beyond the realms of the curriculum • Increased participation from PP pupils • There is clear evidence of employability links in the curriculum at each Key Stage • There are no NEETS • Good outcomes from the Effective Transition project: As part of our continued commitment to prepare students for their next phase post 16 we have been invited to work with the Careers and Enterprise Company who are launching a project to support young people in deciding what to do after Year 11 in collaboration with the University of Derby. • Good uptake and completion rate for places in the Brilliant Club in Yr 5 & 10 • Increased leadership opportunities and uptake from disadvantaged pupils • Increase participation in trips and events outside the curriculum to enhance cultural capital
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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: £148,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics <ul style="list-style-type: none"> • Phonics CPD training - ensure all staff are trained to deliver the Read Write Inc Program • 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. 	<p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language.</p> <p>The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p> <ul style="list-style-type: none"> • EEF Phonics Strategy 	2, 3
Reading EYS/KS1/2 <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 	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject	2,3,4

<ul style="list-style-type: none"> • 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. <p>KS3/4</p> <ul style="list-style-type: none"> • Register & Read Programme linked to PSHE theme of the week and delivered through tutor programme twice a 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 	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <ul style="list-style-type: none"> • EEF Reading Comprehension strategies <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> <p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources:</p> <p>The EEF Toolkit has a strand on parental engagement.</p> <p>The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents.</p>	
<p>Oracy</p> <p>To embed a school -wide approach of 'teaching talk' methods to ensure that pupils are taught to talk confidently, appropriately and sensitively</p> <ul style="list-style-type: none"> • Targeted vocabulary instruction is delivered in all subjects. • All subjects include a minimum of 1 oracy based activity per unit in MTPs. • Tier 3 Vocabulary is clearly mapped out across all units of work • Provide more opportunities for pupils to talk confidently in different social and academic situations • Teaching staff receive LW feedback with clear targets for improving pupils' oracy • Pupils demonstrate confident oracy skills. • Pupils know how to discuss and debate issues and ideas in a considered way • Register and read, which relies on oracy skills, is embedded in secondary tutor time 	<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> <ul style="list-style-type: none"> • targeted reading aloud and book discussion; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and 	<p>3, 4</p>

	<ul style="list-style-type: none"> the use of purposeful, curriculum-focused, dialogue and interaction 	
<p>Mathematics</p> <ul style="list-style-type: none"> Enhancement of our maths teaching and curriculum planning in line with DfE National curriculum and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, and to access Jurassic Maths Hub/ White Rose resources and CPD offers (including Teaching for Mastery training via STKM). Establish small group maths interventions using 'Number stacks' intervention for disadvantaged pupils falling behind age-related expectations Resources Maths Scheme White Rose Maths to ensure quality lessons are delivered to a consistent standard Continued subscription to TTRockstars including the bolt on resources to embed the fluent application of times table knowledge 	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	2,3
<p>Feedback</p> <ul style="list-style-type: none"> CPD on Effective feedback and how to use it for maximum impact: evidence of feedback in books Establish and feedback on what 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, To use assessment effectively to embed knowledge and skills in order to inform teaching and to continue to close the gaps in in-subject variation. 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 pupil 	<p>Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.</p> <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> <p>We use the EEF feedback strategies to support this. These key principles are included in our AIP and provide the central messages. They state that teachers should: Evidence based education: A Model for great teaching</p>	2,3,4

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

Budgeted cost: £ 93,209

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Personal Development - Enrichment</p> <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 • Careers is embedded into the curriculum and next steps are evident at subject level • Strong career curriculum and relationships with post-16 providers • Effective transition programs for disadvantaged students to provide extra careers guidance as aspirations • Strong pastoral support • Sweat the small stuff like uniform and equipment checks and support when needed so there is no noticeable difference between PP and non PP students 	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on arts participation. <p>The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly.</p> <p>The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies.</p> <p>The EEF Toolkit has a strand on social and emotional learning and behaviour interventions.</p>	1,2,3,4
<p>National Tutoring Programme</p> <ul style="list-style-type: none"> • 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>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (education endowment foundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4
<p>ELSA</p> <ul style="list-style-type: none"> • To train staff to be ELSAs • To develop the nurture provision in primary - includes that for ELSA's and other professionals working with children on social and emotional issues. • Further develop the sensory room • Raise mental health awareness 	<p>An ELSA in a school is an Emotional Literacy Support Assistant. There is a recognised ELSA training course aimed specifically at Teaching Assistants in schools. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.</p> <p>The EEF Toolkit has a strand on social and emotional learning</p>	1,2,3,4

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

Budgeted cost: £ 118,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Zone</p> <ul style="list-style-type: none"> The Zone was set up to support students with complex Mental Health issues and at risk of being a school refuser. This provision is to continue This provision has had a positive impact and has a clear vision and purpose There are 2 TA apprenticeship in place help grow and continue this provision It supports students Mental Health, wellbeing and helps students build resilience, that would otherwise not engage with school Senior Leader Mental health training is ongoing 	<p>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.</p> <p>TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.</p> <p>EEF Report on social and emotional learning EEF report on Effective use of TAs</p>	1,2,3,4
<p>Magic Breakfast club</p> <ul style="list-style-type: none"> Creating and embedding a Magic Breakfast club Ensure Breakfast club is delivered to all students who require additional support in the 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. 	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Supporting resources:</p> <ul style="list-style-type: none"> The EEF has independently evaluated the Magic Breakfast programme. 	1,3
<p>Attendance & Welfare</p> <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% 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 	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>Supporting resources:</p> <p>The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance.</p>	1,2,3,4

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
A Better Day	Dr Alex George
Brilliant Club	Brilliant Club
Careers guidance	Ansbury / EDT
Effective transitions Programme	The careers team at EDT
Enterprise and business skills	Young Enterprise
Enterprise awareness	Bassit Siddiqui
Financial centre of Excellence	Credit Suisse
Medical Mavericks	Medical Mavericks
Mental Health awareness	Hear at Last
National Tutoring Programme	Teaching Personnel
Read Write Inc Training	Ruth Miskins
Seneca Premium	Seneca
Specialist Knowledge for Teaching Mathematics (SKTM)	Jurassic Maths Hub
Summer School	HAF
Summer transition (Year 11)	NCS

Service pupil premium funding (optional)

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

Measure	Details
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

Total budgeted cost: £ 359,609

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -1.51. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 28.3. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

EBacc entry for disadvantaged pupils was 29%, which has increased from the previous 3 years.

2021-22 data for KS2 and KS4

Reception 2020-2021 and 2021-2022

	ELG	PP	Non PP	SEN	Non SEN	Female	Male
2020-2021	69.6%	46.2%	78.8%	33.3%	75.0%	75%	65.4%
2021-2022	69.6%	46.2%	78.8%	33.3%	75.0%	75%	65.4%

Year 1 Phonics 2020-2021 and 2021-2022

	Pass	PP	Non PP	SEN	Non SEN	Female	Male
2021-22	57.1%	10%	76%	25%	66.7%	66.7%	50%

Year 6 2020-2021 and 2021-2022

	Maths '21	Maths '22	Reading '21	Reading '22	Writing '21	Writing '22	Combined '21	Combined '22
PP GDS	30.4%	19%	26.1%	13%	39.1%	25%	21.7%	31%
PP Pass	65.2%	38%	69.6%	63%	78.2%	69%	56.5%	38%
Non PP GDS	34.8%	24%	34.8%	35%	30.4%	34%	26.1%	11%
Non PP Pass	87%	62%	91.3%	70%	91.3%	76%	82.6%	59%

Year 11 2020-2021 and 2021-2022

Attainment Y11 2020-21

students	<i>Pupils eligible for PP at Atlantic Academy</i>		<i>Pupils not eligible for PP (51)</i>	
	2020-21 33 students = 39%	2021-22 32 students = 46%	2020-21 51 students = 61%	2021-22 38 students = 54%
% achieving 4+ in english and maths combined	49%	25%	59%	71%
% achieving 5+ standard in english and maths combined	24%	16%	35%	47%
% making at least expected progress in English	33%	44%	60%	82%
% making at least expected progress in Maths	49%	28%	67%	76%