Pupil Premium Strategy Statement 2024-27 - September 2026 Review and Update

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Part A: Pupil premium strategy plan

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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	693
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/25 2025/26 2026/27
Date this statement was published	September 2025
Date of most recent review	September 2026
Date on which it will be reviewed	January 2027
Statement authorised by	M Heppell
Pupil premium lead	A Winsborough
Governor / Trustee lead	Regional CEO: D Herbert

Funding overview

Detail	2024-2025	2025-2026	2026-2027
Pupil premium funding allocation this academic year	£338,860.00	£340,275.00	TBC (October 2026)
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	£338,860.00	£340,275.00	TBC

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 are 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 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.
- All staff have a shared contextual understanding of disadvantaged students on Portland and access to training to meet these needs. All staff have high aspirations for students when they leave Atlantic and encourage them into education or training.

Our FSM & PP numbers across each year in 2026/27

Year	FSM	PP	Year	FSM	PP
Reception	1*	1	7	17*	15*
1	2	1	8	43	51
2	5	4	9	34	41
3	12	16	10	33	37
4	15	14	11	25	29
5	16	20			
6	22	21	All Year	224	249

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.68

Challenge	Detail of challenge
1. Attendance	~~• Attendance although, in particular in our Secondary phase where the overall data is below national and there is a 5% difference in PP attendance v non PP attendance.~~ ~~• The PA gap within all phases~~ • Impact that poor attendance has on outcomes • Engaging all stakeholders in our attendance strategy • Everyone champions attendance • Young carers attendance in all phases
2. Maths outcomes	~~• Recruitment and retention of secondary maths specialists~~ • Parent engagement with maths at home • Post-16 aspirations • Challenge for high attainers in lessons • Interventions across all phases with show impact ~~• Timetabling due to lack of specialists~~ ~~• GCSE Maths prediction shows a 13% attainment gap for 4+ and 9% attainment gap for 5+~~ Update: **June 2025 results:** 4+ - National disadvantage 49.5%, Atlantic disadvantage 43.3% 5+ - National disadvantage 30.7%,Atlantic disadvantage 16.7%. **Current 2026 predictions:** 4+ - National disadvantage 49%, Atlantic disadvantage 45% 5+ - National disadvantage 5+ 30%, Atlantic disadvantage 26% • All primary year groups have a fluctuating maths attainment gap between PP and Non-PP
3. Parental engagement	• Finding opportunities to get parents into school for positive reasons • Geography of the academy • Lines of communication • Early identification of PP in Early Years and Key Stage One • Reintegration meetings and plans after periods of suspension
4. Student Communication skills	• Strengthening the communication skills of student • Lack of vocabulary seen in pupil voice when speaking to visitors • Low starting points in EYFS for vocabulary, speech and language seen in the baseline assessment • A growing awareness of lack of parental Literacy skills in some families • High numbers of Speech and Language across the school - 39% • SEMH causing challenging behaviour and increase in suspensions, leading to a decrease in attendance • Waiting list for ELSA/ELKLAN • Higher than National average for Communication & Interaction)Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties);Cognition & Learning Dyslexia and Dyspraxia and Social, Emotional & Mental Health -Attention Deficit Hyperactivity Disorder (ADHD)

	● 40% SEND students are Pupil Premium
5. Character	● Passive engagement and poor behaviour for learning evident in lessons ● Engagement in Curriculum Trips and Visits ● Engagement in after school enrichment ● Lack of cultural capital ● Lack of Resilience

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: what will success look like
1. Improve Attendance	● Secondary attendance is in line with National average and Primary above National ● PP PA is reduced by 15% in secondary and 5% in Primary to be below overall National Persistent Absence for all students Sustained high attendance from 2026/27 demonstrated by: ● The improvements in the narrowing of the attendance gap between disadvantaged pupils and their non-disadvantaged peers being sustained. ● The percentage of all disadvantaged pupils who are persistently absent is no higher than for their non-disadvantaged peers
2. Improving maths outcomes	● Maths outcomes at KS2 and KS4 to be in line with national average ● Arithmetic and Reasoning skills are embedded across the curriculum and there is a clear progression of skills ● Parent Engagement workshops/sessions are well attended by parents/carers By 2026/27 KS2 outcomes demonstrate that disadvantaged students achieve: ● KS2 outcomes in Maths are in line with national average (Year 4 and Year 6) ● Impact from continued work with Jurassic Maths Hub is evident KS4 outcomes demonstrate that disadvantaged students achieve: ● An Attainment 8 score in line with non-disadvantaged students in school and nationally ● If applicable a positive Progress 8 score, in line with non-disadvantaged students in school and nationally ● The % of disadvantaged students achieving 4+ in both Maths and English is in line with non-PP students in school and nationally. ● The % of disadvantaged students achieving 5+ in both Maths and English is in line with non-disadvantaged students in school and nationally The % of disadvantaged students achieving 5+ in both Maths and English is in line with non-disadvantaged students in school and nationally
3. Parental engagement partnership	● Attendance/engagement of PP families to Parent Online consultations and face to face events is 85+% across all year groups ● 70% parental engagement through stay and do sessions ● 70% community engagement activities e.g Big Help Out, PTFA ● 70% parent engagement in 5 school events across the year ● All students arrive for school on time
4. Strengthening the communication skills of students	● ELSA/ ELKLAN programme are completed within 6 weeks and reduce waiting list by 50% ● Oracy and Vocabulary strategy is well embedded across the all-through curriculum and staff feel more confident is teaching vocabulary ● Students can talk confidently about their learning and next steps in pupil voice with visitors

	● A common framework for 'oracy' is implemented in all phases across the academy and staff feel more confident embedding oracy into their teaching practice ● During SLT monitoring, learning walks quality assure oracy and vocabulary instruction as a part of the strategy
5. Develop Character	● All stakeholders can articulate the Atlantic Student Code of Conduct ● Every disadvantaged child who needs an in school champion, has one ● Pupil voice tells us children feel that they belong and are valued at school, respect each other and enjoy school ● Attendance improves to above national

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)

Teaching

Budgeted cost: £118,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy ● Develop, implement and embed both the oracy and vocabulary strategies across all phases ● Implement the Oracy Strategy as designed by the cross phase Academy wide Oracy Working Group. ● CPD on January INSET to support department and phase discussions.	We use some of the recommendations from the EEF KS3/4 Literacy guidance Oral Intervention strategies EEF strategies 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. Oral language approaches might include: ● 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 ●	4, 2, 3
Mathematics ● Develop, implement and embed a strong all-through maths curriculum where number sense, fluency and reasoning skills are at the heart of teaching and learning	● 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:	2

• 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). • Teachers use the White Rose Maths Scheme to ensure quality lessons are delivered to a consistent standard across all phases. • Continued subscription to TTRockstars including the bolt on resources to embed the fluent application of times table knowledge • Move maths homework to the Sparx maths platform. • Utilise SPARX maths for intervention across KS3 and KS4. • To utilise LBQ in Year 6 and Year 5 to support student progress in Maths. • Hold SPARX enrichment programmes at break, lunch and after school. • Loan of Chromebooks to those without devices to enable access to SPARX	Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) • 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: KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)	
Know More Remember More • Develop, implement and embed the Know More, Remember More strategy across all phases of the academy **We improve this through CPD on:** • Metacognition • 'Know More - Remember More' Devices • Know More Remember More - Questioning & Talk • Six Strategies for Effective Learning • Spaced practice • To develop, implement and embed a complimentary series of new 'progress check' assessments in KS3. • To develop, implement and embed skills progression mapping for all subjects	• 'Understanding How We Learn' - Yana Weinstein & Megan Sumeracki • Retrieval Practice: Myths,- Mutations & Mistakes' - EEF • METACOGNITION AND SELF-REGULATED LEARNING - EEF • 'Five Informative Assessment Strategies' - Kate Jones • 'Cognitive Load Theory in Action' - Oliver Lovell • 'Retrieval Practice: Research & Resources for Every Classroom' - Kate Jones • 'Retrieval Practice Resource Guide: Activities for the Classroom' - Kate Jones • 'Retrieval Practice 2: Implementing, Embedding & Reflecting - Kate Jones • 'Retrieval Practice: Primary: A guide for primary teachers and leaders' - Kate Jones **Organisations**: • Cognitive Education Development - The University of Exeter • EEF Metacognition Strategy & Implementation • Thinking Matters: Metacognition and Self-regulation • The Learning Scientists: Six Strategies for Effective Learning • Thinking Harder - Partners in Excellence (PiXL)	

HIgh Quality Teaching - The Atlantic Approach ● Rigorous quality assurance and monitoring of teaching and learning by SLT through: learning walks, book looks, pupil voice and planning checks. ● In addition, QA drop ins and book looks at ESLT and teacher level to support holistic school approach and peer to peer learning. ● The Atlantic Approach informed by 'The Teaching and Learning PLaybook and refined for our context by ESLT cross-phase. ● Regularly and pertinent CPD developed and delivered where areas of improvement are required ● regularly monitoring of TA deployment and timetabling by SLT and SENCos. ● Ensure Iris is used to monitor and share quality first teaching across each phase ● Ensure all teachers have exam board training in line with their subjects.	●	2, 4, 5

Targeted academic support

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

Budgeted cost: £84700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Flexible Grouping ● **TA** Interventions and Flexible groupings ● **Increased Engagement**: When students are grouped according to their current needs, they are more likely to be engaged in the material, as it matches their level of understanding and provides the right level of challenge. It avoids situations where students are either bored (because the material is too easy) or frustrated (because it's too difficult). **Responsive to Progress**: As students' understanding and skills evolve, their groupings can change. This flexibility ensures that each student is constantly being challenged at an appropriate level, and it allows teachers to adjust groupings based on assessment data or informal observations of progress. ● **Collaboration & Peer Learning**: Mixing students with varying levels of proficiency. This encourages peer-to-peer teaching and learning, where stronger students may explain concepts to others, helping both parties deepen their understanding.	Teaching Assistant interventions EEF report Small group tuition	2, 4, 5

NCETM • This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 4. The aim over time is that children will leave KS1 with fluency in calculation and confidence and flexibility with numbers. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future. • Develop, implement and embed a catch up program for KS2 students who are behind age-related expectations in Maths	Research	2
AXIOM maths through Exeter University • To engage student with this project which is run by one of our local university's maths department	Programme	2
My Future Story (PAH dis) Year 7 10-year initiative designed to keep 1000 high attaining, under-resourced children from Devon, Somerset, Dorset & Cornwall on the pathway to higher education. • The programme has been developed because outcomes for academically able children from under-resourced backgrounds in the South-West are among the worst in the country.	Programme and rationale	3, 4, 5
I Can Problem Solve (Reception to Year 6) A social-emotional learning curriculum developed by Dr Myra B. Shure. • Improve Interpersonal Cognitive Problem Solving (ICPS) skills: ○ Alternative solution thinking ○ Consequential thinking ○ Sequenced planning (means-ends thinking) skills, if 8-12 years old • Prevent or reduce early high-risk behaviours: ○ Physical, verbal, and relational aggression ○ Inability to wait and cope with frustration ○ Social withdrawal • Foster genuine empathy and concern for others • Foster positive peer relations • Increase cooperation and fairness that promote healthy relationships with peers and adults • Improve academic achievement as an outgrowth of less stress fostered by ICPS skills that allow children to concentrate on the task-oriented demands of the classroom	ICPS Management and Training, Stephanie Colvin-Roy, Center for Schools and Communities Program Developer, Myrna B. Shure, PhD Drexel University **Research suggest that we should expect to see the following impact:** ↑20.7% Reading Tests ↑51.4% Maths Tests ↑15% Motivation (Conors) ↓16% Disaffection with Learning ↓28% Absenteeism	2, 4, 5

Targeted support ● Daily small group maths intervention ● Daily small group reading intervention ● Daily small group literacy intervention ● Targeted small group science interventions ● Bi weekly small group life skills intervention ● Bi weekly small group wellbeing interventions ● Weekly small group PE intervention with a focus on team building and problem solving All interventions take place for 6 weeks and are then reviewed to establish if sufficient progress has been made. Progress factors include improved attainment alongside attendance and behaviour.	Teaching Assistant interventions EEF report Small group tuition	

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

Budgeted cost: £136,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategies		
ELSA ● ELSA approaches are embedded into routine educational practices and supported by professional development and training for staff. ● School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; ● Universal programmes which generally take place in the classroom with the whole class; and ● More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. ● Ensure all students have access to the Magic Breakfast provision each morning to allow them to have a strong start to each day	Emotional Literacy Support Assistant. supported by 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. The EEF Toolkit has a strand on social and emotional learning 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: • The EEF has independently evaluated the Magic Breakfast programme. The EEF Toolkit has a strand on social and emotional learning	2, 4, 5
ELKLAN This training is speech and language support for vulnerable young people and specifically supports behaviour. • Identify the processes involved in communication	https://www.elklan.co.uk/ ● London Schools Excellence Fund ● Self-Evaluation Toolkit Final report ● Part of the Department for Education's Early Years Recovery	2, 4, 5

• Demonstrate the wide range of communication difficulties. **The link between speech, language, reading and spelling** • Reflect on the challenge of clear speech • Consider the impact that difficulties with articulation, past and/or present, have on vocabulary learning, language development, reading and spelling • Review phonological awareness	Program the EEF is working with Stronger Practice Hubs.	
PP Champions ● Identify Young Carers ● Tier of need for all PP to identify level of champion ● The Pupil Premium champion and Pupil Premium governor have to collaborate closely to forensically interpret pupil data, analyse interventions that have worked and their "active ingredients" and examine the results of Pupil Premium spending. ● PP Action plans to identify who PP Champion is for each child to who can: ○ Going beyond the label and understanding pupils as individuals is key. ○ How does disadvantage impact on learning, social inclusion and personal development? ○ These issues do not define pupils' educational experiences, but they can influence them. ○ Schools are best placed to determine what disadvantage means in their own community	Closing the Disadvantaged Gap Marc Rowland. Academy and Dorset are working with Marc to understand What might we mean by EDUCATIONAL disadvantage? ● Disadvantaged pupils are not a problem to be solved. They are our pupils and a strength-based discourse is key to success. ● Pupils are not at risk of underachievement because they are 'Pupil Premium'. They are at risk of underachievement because of the impact of socio-economic (and other) disadvantages on their lives over time. This is a process, not an event.	3, 5
The Harbour ● The Harbour 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 ● 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	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. 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.	

	EEF Report on social and emotional learning EEF report on Effective use of TAs	
Parental Engagement ● Every parent has the opportunity to attend 3 face to face events through the school year. ● Working towards the 'Leading Parent Partnership Award/.	Engaging Parents and Carers in School (Kell & Stewart) Equity in education: Levelling the playing field of learning - a practical guide for teachers Paperback – by Lee Elliot Major (Author), Emily Briant (Author) 2023	

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

2022-25 data for EYFS, Phonics, KS2 and KS4

Attainment Y1: Phonics 2023-26					
	Pass	PP	Non PP	SEN	Non SEN
2023-24	81%	90%	78.1%	68%	95%
2024/25	86%	60%	95%	59%	100%
2025/26					

Attainment Y6 2022-26									
		Pupils eligible for PP at Atlantic Academy				*Pupils not eligible for PP at Atlantic*			
		2022-23	2023-24	2024-25	2025-26	2022-23	2023-24	2024-25	2025-26
Combined	*EXS+*	68%	79%	43%	31%	82%	79%	81%	76%
	GDs	9%	5%	7%	0%	26%	15%	7%	16%
Writing	*EXS+*	73%	95%	64%	44%	92%	85%	95%	80%
	GDs	9%	10%	21%	6%	26%	36%	23%	24%
Reading	*EXS+*	77%	84%	50%	44%	79%	85%	90%	74%
	GDs	36%	26%	14%	6%	29%	33%	29%	36%

Maths	*EXS+*	37.5%	68%	84%	44%	82%	79%	81%	76%
	GDs	18.8%	9%	21%	0%	26%	24%	29%	20%

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 2025/26 was below our predictions but an increase in previous years. The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has started to narrow but not by enough. Our analysis suggests that the reason for this is due to attendance issues and this is reflective of national figures demonstrating the additional impact of poor attendance on disadvantaged pupils' outcomes. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated and this impacted on EBacc entry for disadvantaged pupils.

Attainment Y11 2022-25						
Students	*Pupils eligible for PP at Atlantic Academy*			*Pupils not eligible for PP (51)*		
	2023-24 30 students = 35 %	2024-25 32 students = 41%	2025-26 43 students = 48%	2023-24 *67 students = 66%*	2024-25 *46 students = 59%*	2025-26 43 students = 48%
% achieving 4+ in english and maths combined	29%	26.7%	33.3%	64%	44.9 %	55.8%
% achieving 5+ standard in english and maths combined	13%	16.7%	14.3%	32%	20.4%	36.5%

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
Learning by Questions	Learning by Questions
I can problem solve	White Rose Maths
ELSA	Dorset LA via Nexus

ELKLAN	Dorset LA via Nexus
Cambridge Oracy Project	Cambridge Assessment International Education
Sparx	Hegarty
Seneca	Seneca
Lexia	Lexia
Thinking Reading	James & Dianne Murphy
Paired Reading	James & Dianne Murphy
PiXL Primary	PiXL
PiXL Secondary	PiXL
Accelerated Reader	Renaissance
My Future Story	Colyton Foundation
Leading Parent Partnership Award	Opimus Education

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?	

Appendix 1: Progress with challenges since previous review:

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.68

<table>
<tr><th>Challenge</th><th colspan="3">Detail of challenge</th></tr>
<tr><th></th><th>Detail of Challenge</th><th>January 2026 Review</th><th>September 2026 Review</th></tr>
<tr><td>6. Attendance</td><td>• At start of the Strategy - Attendance although, in particular in our Secondary phase where the overall data is below national and there is a 5% difference in PP attendance v non PP attendance</td><td>Secondary Attendance is often in line with National and currently the annual % is less than 1% lower that National at 91.3% against 92.1 Currently our PP attendance is higher than National with 94% in Primary compared with 92.12% National and 89.9% in PP Secondary compared with 87.36% National. % difference between PP and non-PP is 0.33% at Primary and 2.5% at Secondary.</td><td rowspan="2"><table>
<tr><th></th><th>Primary</th><th>Primary National</th><th>Secondary</th><th>Secondary National</th><th>Whole School</th></tr>
<tr><td>Annual Attend</td><td>95.54% ⬇</td><td>94.43%</td><td>91.58% ⬆</td><td>91.43%</td><td>93.32%</td></tr>
<tr><td>PP</td><td>93.91% ⬇</td><td>91.34%</td><td>89.87%</td><td>85.19%</td><td>91.41%</td></tr>
<tr><td>PA PP</td><td>13.1%</td><td>29.56%</td><td>24.09% ⬇</td><td>42.59%</td><td>19.9% ⬇</td></tr>
</table></td></tr>
<tr><td></td><td>• The PA gap within all phases January 2026 September 2026</td><td>PA gap now narrower than the National picture. Primary - 5.8% difference in PP and no-PP PA, National 15.2%. Secondary - 12.5% difference with National 21.3%.

significant progress and ongoing.</td><td>significant progress and ongoing.</td></tr>
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<tr><td></td><td>

- Impact that poor attendance has on outcomes
- Engaging all stakeholders in our attendance strategy
- Everyone champions attendance Young carers attendance in all phases

</td><td>Young Carer championRe identified.</td><td>changes in House structure will impact this positively.</td></tr>
<tr><td>7. Maths outcomes</td><td>

- Recruitment and retention of secondary maths specialists
- Parent engagement with maths at home Year 4 and KS1
- Post-16 aspirations
- Challenge for high attainers in lessons
- Interventions across all phases will show impact

</td><td>Fully staffed in Maths with no movement in a year. Significant strength in Maths in Primary phase. Investment in CPD and investment in staff and the subject through HUB

Axiom Maths, Maths and STEM outside the curriculum focus through HUB work and trip for PAH y11, Bletchley Park, Forensics y 9

As above, plus, whole school focus on Challenge. CPD on January INSET, book look follow up after 2 weeks across all subjects and year groups.

Year 2, 6 and 11 interventions in place to be reviewed post February Mocks. Private Tutor employed on a temporary contract for</td><td>Remain fully staffed. New young mos staff have much to offer when fully supported. Loss of previous Lead Practitioner is now replaced. Staff positive and cohesive team.

Year 11 results have seen a marked improvement

<table>
<tr><th></th><th>2026</th><th>2025</th><th>FFT20</th></tr>
<tr><td>Maths 4+</td><td>61%</td><td>50%</td><td>88%</td></tr>
<tr><td>Maths 4+ PP</td><td>54%</td><td>43%</td><td>83%</td></tr>
<tr><td>Maths 5+</td><td>40%</td><td>27%</td><td>55</td></tr>
<tr><td>Maths 5+ PP</td><td>28%</td><td>17%</td><td>49%</td></tr>
<tr><td>Maths 7+</td><td>9%</td><td>8%</td><td>18</td></tr>
<tr><td>Maths 7+ PP</td><td>8%</td><td>3%</td><td>19%</td></tr>
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	• ~~Timetabling due to lack of specialists~~ • ~~GCSE Maths prediction shows a 13% attainment gap for 4+ and 9% attainment gap for 5+~~ • All primary year groups have a fluctuating maths attainment gap between PP and Non-PP.	weekly external interventions. Morning Learning, half term and after school LL. TT readdressed to assure the right teachers are with the right group. In the morning in Monday-Thursday morning for year 11. 2 staff on where possible for adaptive teaching. Better addressed in 25/26 **June 2025 results:** 4+ - National disadvantage 49.5%, Atlantic disadvantage 43.3% 5+ - National disadvantage 30.7%,Atlantic disadvantage 16.7%. **Current 2026 predictions:** 4+ - National disadvantage 49%, Atlantic disadvantage 45% 5+ - National disadvantage 5+ 30%, Atlantic disadvantage 26%	**Attainment Y6 2022-26** *Pupils eligible for PP at Atlantic Academy* / *Pupils not eligible for PP at Atlantic* *Maths* EXS+: 84% (2024-25), 44% (2025-26) / 81% (2024-25), 76% (2025-26) *Maths* GDs: 21% (2024-25), 0% (2025-26) / 29% (2024-25), 20% (2025-26) Increase of students at Grade 6+ has led to more students in a position to continue STEM subjects at L3.
8. Parental engagement	• Finding opportunities to get parents into school for positive reasons - Geography of the academy • Lines of communicationEarly identification of PP in Early	Increase in parental phone calls through attendance, parents evening and champion system.Golden Hour NGRT, Lexia and DI	New PSL positions strengthens Parental Communication further

	Years and Key Stage One Letter to new Reception parents updated to highlight FSM information. • Reintegration meetings and plans after periods of suspension	Regular reminder to EYFS parents before holidays in the first term as non-FSM won't receive the holiday vouchers. prompts parents to apply. Greater consistency of reintegration meetings with HOH at both phases and DOH included at Upper School. Increase too in Meetings and phone calls from House leaders regarding attendance means that across families, contact is more regular and stronger more positive relationships are forged. TAFs on tour in the summer at Outlooks, CAMHS outside agencies using school as a base.	
9. Student Communication skills	• Strengthening the communication skills of student • Lack of vocabulary seen in pupil voice when speaking to visitors • Low starting points in EYFS for vocabulary, speech and language seen in the baseline assessment	Tried to enrich the diet of students in having a range of people in school. DEAR. Strong Tutor w programme word of the week, economist work SUN Oracy programme, SUN Empowerment Boys Don't Try.	SUN Oracy Project completed and ongoing in 2026/27. Boys Thrive Project also undertaken. Results to be confirmed.

	• A growing awareness of lack of parental Literacy skills in some families • High numbers of Speech and Language across the school - 39% • SEMH causing challenging behaviour and increase in suspensions, leading to a decrease in attendance • Waiting list for ELSA/ELKLAN. • Higher than National average for Communication & Interaction (Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties);Cognition & Learning Dyslexia and Dyspraxia and Social, Emotional & Mental Health -Attention Deficit Hyperactivity Disorder (ADHD)40% SEND students are Pupil Premium	Opening of The Harbour has helped address some of these issues, Improved and simplified system of referral. A widening of our Inclusion provision means that students that are struggling or becoming heightened have a safe space for an outlet.	An increase in availability for MHST support has eased up the pressure on ELSA/ELKLAN.
10.Character	• Passive engagement and poor behaviour for learning evident in lessons	Evidence from SLT Lesson Drop ins is that Engagement and No Opt Out are becoming stronger features of lessons. at 0:81.	Focus for House teams in 2026/27

	• Engagement in Curriculum Trips and Visits • Engagement in after school enrichment • Lack of cultural capital • Lack of Resilience	Greater emphasis on trips and opportunities across all Year groups and subjects Academy wide focus on Challenge and acceptance of the struggle zone. Expectation that students correct work and encourage 'all the way right'. Not getting things perfect first time is not a weakness.	Futures Alumni conference in early 2027. Re-focus of Tutor Time post-ofsted to incorporate Foundational Knowledge in Maths and English to embed skills of speed, resilience and precision.