

# Atlantic Academy Pupil Premium Report for 2023 - 2024

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding; for the 2023 to 2024 academic year, 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	Atlantic Academy
Number of pupils in school	260
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023, 2023-2024, 2024-2025
<a href="#">2022 - 2025 - PP 3 year strategy Interventio...</a>	New 3 year plan has been completed to support this document
Date this statement was published	August 2023
Date on which it will be reviewed	February 2024

Statement authorised by	Lynsey Slater Principal
Pupil premium lead	Catherine Clawley Head of STEM Faculty, PP Lead
Governor / Trustee lead	Amanda Burden - PP Governor link

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23-24)	£ based on £1,035 per student. £119025
<b>Total budget for this academic year</b>  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 119025  £ (without School led tutoring grant and outbreak grant)  We are in a Trust but we have separate budgets

## **Pupil premium strategy plan**

### **Statement of Intent**

At Atlantic Academy it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress, achieve high attainment across the curriculum and develop a love for life long learning and curiosity. We are aware of the importance of addressing pupils' social and emotional well being and to view each child's needs holistically which is why we use a relational approach when implementing our clear boundaries relating to engagement and behaviour.

We consider the challenges faced by vulnerable students, such as those who have a social worker and young carers; and support them to achieve their goals, making the progress they need to succeed after GCSEs. This includes those students who are already higher attainers, who are supported by being extended in class and ensuring they are able to access all opportunities presented to them.

All students are entitled to high-quality teaching and this is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We have ensured that we have a tiered approach to the use of the Pupil Premium Grant, so that Quality first teaching is prioritised, along with Targeted Academic Support and Providing Wider opportunities to students.

High quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap, as stated in the EEF Guide to Pupil Premium. This not only supports the development of Pupil Premium students but also non-disadvantaged pupils in our school. Detailed below are the implicit intended outcomes which will ensure that all students at Atlantic Academy, disadvantaged or not, will have a sustained impact on progress and development.

Provisional data for 2023 shows the gap between disadvantaged pupils and their peers has narrowed. In 2023, disadvantaged pupils had a progress score of -0.21, compared to -0.65 in 2022. This shows an improvement of 0.44, compared to a whole cohort improvement from -0.52 to -0.12; 0.4.

Atlantic Academy has seen an increase in the number of SEMH issues, in particular anxiety, which follows the National trend highlighted in the Safeguarding Review by Clennell (September 2021). As a result of this, we will continue to develop a remote learning model for all pupils so that students at home are able to access work and engage with education.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

### **High Quality Teaching**

As stated in the EEF report, high quality teaching strategies not only support the development of disadvantaged students but also those students who are considered not to be disadvantaged. This is why a considerable amount of investment will not only be made

into CPD for developing teaching strategies but also into sequencing of curriculum and resources, to ensure that all students at Atlantic Academy have access to the best education possible.

For vulnerable students, which may include young carers, students with social workers or mental health needs, regardless of disadvantage their needs will also be met. The profile of disadvantaged students remains high at Atlantic Academy, so they are discussed regularly in staff meetings, to ensure they are making progress and that the interventions they are receiving, if any, are effective. Staff also receive CPD about how to meet the needs of disadvantaged students. By ensuring that all staff have access to high quality, regular CPD and regular monitoring of individual needs, we employ both a proactive and reactive response to common challenges and individual needs, rooted in robust diagnostic assessment, such as assessing Spelling and reading ages and CAT tests in year 7.

At Atlantic Academy we do not assume that all disadvantaged students face the same challenges and using the data obtained from the diagnostic assessments the SEND team compile programs, which includes interventions, that not only compliment each other but also enable students to access the curricula and excel. The challenges highlighted below have the intended outcomes: Improved attainment for all disadvantaged students; improved reading comprehension among disadvantaged students across Key Stage 3 and improved metacognitive and self regulatory skills among disadvantaged students across both Key stage 3 and 4.

### **Targeted Academic Support.**

There is a significant focus on reading in our 3 year plan as reading skills are arguably some of the most critical aspects in determining student success; if they can read and comprehend the subject knowledge and exam question being asked of them they can attempt it using the content they have been taught in class.

Students are assessed by the Supporting excellence team using the NGRT online reading test and NGST online spelling test. From this data specific intervention is put into place for individuals. We are also introducing a new reading programme which all of Key stage 3 will access 4 mornings a week as a whole strategy to improve reading and comprehension. We have also introduced the use of the GL assessments for progress in maths, ensuring that maths teachers are able to target interventions and practice tasks appropriately.

Wherever possible we will use diagnostic assessment along with feedback from staff who have the greatest contact with students to inform specific intervention. As a result of the CPD staff have received on metacognition and self regulation, a number of strategies are already used in classrooms to allow this to happen.

### **Wider Strategies**

During 2021 - 2022 and 2020 - 2021 attendance of all students was a concern due to the Covid pandemic which has continued to impact attendance, therefore this remains a focus in our 3 year Strategy plan, as does communication and engagement with parents, this is

highlighted in challenge 7. Improving attendance will be a focus for all students but with particular focus on disadvantaged and vulnerable students. In 2022 - 2023 whole school attendance was 83.02%, the attendance for Pupil Premium students was 78.50% compared to 86.95% for non- Pupil Premium students.

Challenge 6 refers to pupil well being which, due to the Pandemic, has decreased in recent years. As a result of this we have decided to focus on this, by implementing an Emotional Logic course delivered by experts, for those students who need it and a more indepth Character Curriculum, which will take place fortnightly as part of PSHE. Whole school staff has had CPD in trauma informed practice, which will help to identify issues, which will result in intervention or intervention from Early Help

### **Review**

The Pupil Premium strategy will be subject to termly monitoring and review, with data being requested by the PP lead to ensure that we are being responsive to the emerging needs of our students.

Data on attendance and progress across the curriculum will be tracked and monitored and the well being of disadvantaged students will be carefully monitored and evaluated in consultation with the engagement support team. There will be a focus on closing the gap between disadvantaged and non disadvantaged students as outlined in Challenges 1 -4 below. Essentially, Atlantic Academy actions will be based on ongoing key findings from the challenges outlined in the 3 year strategy plan and will be responsive to each of the intended outcomes. The students, their well being and their progress are the drivers behind what we do and as a result, the monitoring and reviewing of the plan and data will best inform what we do to support them to achieve their best, regardless of disadvantage or not.

To ensure the interventions are effective we will:

- Ensure all students are challenged by the work that they're set in order to achieve their best and develop a deep understanding, including the disadvantages students,
- Act early to intervene at the point needs are identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## **Challenges**

Challenge number	Detail of challenge
1	<p>The English attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with reading, comprehension and spelling.</p> <p>CAT Assessments on entry to year 7 in the last 3 years indicate that between 41 - 51% of our disadvantaged pupils arrive below age-related expectations compared to 21 - 30% of their peers. This gap between PP and Non-PP students does decrease with an average between 26% For English and Maths 9-4 and 39% with English and Maths 9-5 by the end of year 11.</p>
2	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>CAT Assessments on entry to year 7 in the last 3 years indicate that between 50% - 58% of our disadvantaged pupils arrive below age-related expectations compared to 32% - 40% of their peers.</p> <p>This gap between PP and Non-PP students does decrease with an average between 26% For English and Maths 9-4 and 39% with English and Maths 9-5 by the end of year 11.</p>
3	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 4 years, 36.71% - 56.25% of our disadvantaged students arrive below age-related reading and comprehension expectations compared to 23.81 - 55.56% of their peers. Through targeted intervention this gap does close during pupils' time at our school, however, not all students make expected progress.</p>

4	<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 greater extent than for other pupils. 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 maths and English.</p>
5	<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 maths and science when multistep practices are required. With ongoing CPD staff are developing a variety of strategies to address such challenges in the classroom.</p>
6	<p>Our assessments, including a wellbeing survey, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. 24 pupils (13 of whom were disadvantaged) required additional support with social and emotional needs. This intervention is run on a 1:1 basis.</p>
7	<p>The EEF have identified that after Higher Quality teaching attendance has the greatest impact on attainment; if a student isn't in school then they do not generally attain as well, so persistent absenteeism is noted to have an impact on student progress.</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2.84% lower than for non-disadvantaged pupils. (83.14% vs 85.98 for non disadvantaged)</p> <p>35% - 43% of disadvantaged pupils have been 'persistently absent' (below 90%) compared to 11% - 17% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Atlantic Academy will continue to follow its procedure, and monitor students with low level attendance so that support can be offered, including access to a parental support group and referrals to external agencies when required. Involvement with the MAT employed EWO will also be</p>



	maintained to support the family and school in achieving a positive outcome.
--	--

## **Intended outcomes**

This explains the outcomes we are aiming for by the end of our current strategy plan which was updated in August 2023 following the light touch review at the end of the academic year. Year 2 interventions have been detailed on the strategy plan following the light touch review.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2024/25, 50% or more of disadvantaged pupils achieve grades 9-4 in the English Baccalaureate (EBacc). In the last 3 years this figure was 24 - 27%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>· an average Attainment 8 score of 45</li> <li>· 80% of students receiving an average EBacc point score of a 4 or above</li> <li>- 60% of students receiving an average EBacc score greater than 5</li> </ul>
Improved reading comprehension among disadvantaged students across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons, book scrutiny and responses to more complex exam style questions.
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects, as well as the depth of responses given to independent classwork.

<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>· qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>· a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>· the overall absence rate for all pupils being no more than 10%, with no gap between Disadvantaged and non disadvantaged students.</li> <li>· the percentage of all pupils who are persistently absent being below 10%</li> </ul> <p>The attendance for disadvantaged students was 82.69% in the academic year 2020.-2021 compared to 87.58% for non disadvantaged students.</p> <p>In 2021 - 2022 the comparison was 78.50% for disadvantaged students and 86.95% for non disadvantaged students.</p>

## Activity in this academic year - 2023 - 2024

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

The Pupil Premium grant for 2022- 2023 was £111, 915. The total for this year, 2023- 2024 is **£111,915**.

### Teaching (for example, CPD, recruitment and retention) - How much we predict to will spend this year

Budgeted cost: **£13,800 for an English mentor. £7400 for daily literacy interventions**

**£7000 for after school transport to allow Y11 to attend 1 hour of additional learning every day. £5040 cost of staffing of Year 11 P6 lessons. £23,000 on developing T&L, £9000 on raising standards in core subjects**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p> <p>Develop a reading Programme for Key stage 3 students</p> <p>Train staff in how to use the Reading programme so that it is standardised across the school</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Reading programmes can improve reading ages and comprehension significantly</p> <p><a href="#">Literacy   EEF</a></p> <p><a href="#">Reading comprehension strategies   EEF</a></p>	<p>1, 2, 3, 4</p>

<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>It will first be rolled out in maths and science followed by other subjects.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.</p> <p>There is particularly strong evidence that it can have a positive impact on maths and science attainment:</p> <p>Evidence:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will use the Maths specialist on the MAT Curriculum development team to assist in sequencing and resourcing the scheme so that staff can focus on planning and implementation.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers including enhancing the Teaching for Mastery training already completed.</p>	<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><a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></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><a href="#">KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>2, 4, 5</p>

<p>Enhancement of our English teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will use the English specialist on the MAT Curriculum development team to assist in sequencing and resourcing the scheme so that staff can focus on planning and implementation.</p> <p>Use of an <b>English Mentor</b> to support and develop students.</p>	<p>The EEF are currently researching English Mastery and how this is taught in schools, using suggested methods <a href="#">English Mastery (Accelerator Fund)   EEF</a></p> <p>By embedding these practices into session there should be an increase in progress made and attainment.</p> <p>To teach English well, teachers need to assess pupils' prior knowledge and understanding effectively, teach writing techniques, and help pupils to develop more complex writing styles, employing the skills and demonstrating the models of writing they have been exposed to within the sequence of learning.</p> <p>Targeted development and extension time for students at Key stage 4 will help to develop the required skills for achieving grade 4 or above at GCSE.</p>	<p>1, 4, 5</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>It will be rolled out across the school to help raise overall attainment for disadvantaged students. This will then be followed by further development in subjects identified as priorities.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a></p>	<p>1, 3</p>

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

Budgeted cost: £7,400 for school-led tutoring,

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme such as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan.</p> <p>This will help students to access the curriculum across the school with more confidence and therefore make more progress.</p> <p><b>Evidence</b>  <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3, 4</p>
<p>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>	<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><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £16,000 for attendance support; £16,000 for engagement staff, £3800 on PP leadership, £1500 for breakfast club, £2000 for incidental expenses.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adoption of an Emotional Logical intervention for specific pupils who require support with regulating their behaviour and emotions.</p> <p>This includes training for school staff, collaboration with our local behaviour hub and teacher release time.</p> <p>Use of external agencies such as:</p> <ul style="list-style-type: none"> <li>● SPACE</li> <li>● Inspire South West</li> <li>● Educational psychologist - to support staff in delivering interventions.</li> <li>● Regular young carers meetings/lunches</li> <li>● Young Devon - <a href="https://www.youngdevon.org/minds-that-matter-support/young-devon">https://www.youngdevon.org/minds-that-matter-support/young-devon</a></li> <li>● Kooth</li> </ul> <p><b>Outreach</b></p> <ul style="list-style-type: none"> <li>● Horwood combe</li> </ul>	<p>There is evidence to suggest that Emotional Logic can have a high impact on risk behaviours and behavioural difficulties:</p> <p><a href="#">Emotional logic development profiles – validating the benefits and safety of emotional logic training</a></p> <p>The Government has recognised the need for support in this area due to the impact of Covid 19 with grants and training being offered</p> <p><a href="#">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</a></p> <p><a href="#">Mental health and behaviour in schools - GOV.UK</a></p> <p>EIF’s report on adolescent mental health found good evidence that CBT style interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression.</p> <p><a href="#">Universal CBT based support is vital to develop resilience in students, finds EIF review</a></p>	<p>6</p>

<ul style="list-style-type: none"> <li>● Reach</li> <li>● Haven wood</li> <li>● Wave project</li> </ul>		
<p>Development of our Relational approach and how we implement this alongside our behaviour policy. This includes training for school staff, collaboration with our local Behaviour Hub and teacher release time.</p>	<p>Following on from our work with the Timpson project we would like to continue developing our relational approach to work alongside our Disruption and distraction free school initiative.</p> <p><a href="#">Restorative Approaches in Schools in the UK</a></p> <p>These approaches work hand in hand as they help to develop a more respectful climate, where all people in the organisation feel supported and safe.</p> <p><a href="#">The Challenge of Culture Change: Embedding Restorative Practice in Schools. Peta Blood and Margaret Thorsborne</a></p> <p>Our work with the Behaviour Hub, led by Tom Bennett, has also helped to inform our approach of “connect before you correct” to both build relationships and maintain high standards of behaviour.</p>	6. 7
<p>Embedding principles of good practice set out in DfE’s <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>Attendance officers and mentors will be given time to follow up attendance issues and liaise with parents.</p> <p>Attendance/support officers will be given time to follow letters procedures</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels</p> <p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK</a></p> <p><a href="#">Attendance interventions rapid evidence assessment   EEF</a></p>	7



<p>and ensure communication with parents and the EWO is maintained.</p> <p>Regular meetings between attendance staff and MAT EWO will be held to ensure that concerns, interventions and updates are shared in a timely fashion.</p> <p>Teaching Staff will receive CPD on attendance matters</p> <p>Students will receive attendance messages in greetings and assemblies, as well as in the new Character curriculum starting in September 2023.</p>		
<p>Strategies aimed at breaking the cycle of deprivation</p> <ul style="list-style-type: none"> <li>● Extra curricular offer of clubs at school during lunch</li> <li>● Funded Breakfast club for PP students</li> <li>● Part payment of instrumental sessions</li> <li>● Funded visits to post 16 providers</li> <li>● Funding of enrichment opportunities to increase take up of disadvantaged students</li> </ul>	<p>The local area of Atlantic Academy has limited opportunities for students to develop skills and post 16 opportunities. By giving them opportunities we enhance their life experiences and give them more options.</p> <p><a href="#">Extra-curricular activities: Staffing, scheduling and the Pupil Premium</a></p> <p><a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a></p> <p><a href="#">Using pupil premium   EEF</a></p>	

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
------------------------------------	--	-----

**Total budgeted cost: £111,915**

## **Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes for 2022 - 2023**

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Based on the EEF research we invested heavily in CPD for teaching and support staff, ensuring that everyone had access to training that would enhance expertise.

“Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school's priorities.”

The Sutton Trust echo's this with research stating that students from a disadvantaged background gained 1.5 years' worth of learning when educated by a teacher who was classed as high quality , compared to only 0.5 years with poorly performing teachers. Weekly Teaching and Learning briefings have enabled SLT to remind staff of strategies to improve T&L in class and how to implement the school behaviour strategies, with confidence and consistently across the school.

Ensuring staff are aware of the importance of feedback and how to introduce metacognition and self regulation into learning, can add up to 8 months progress for a student according to the evidence obtained from the EEF so this has also been a focus during our CPD this year. Ensuring the students check and correct their own work in class, means that areas of development can be identified quickly and acted upon.

As a school we continued to invest in the support team ensuring that training was available, following an external audit. Line managers have been trained by MAT improvement leads in how to run meetings that are useful, supportive and allows for development of staff skills. Provision maps have been used on an individual basis to ensure that staff, students and parents have access to the internal information they require such as expected impacts and outcomes of interventions, strategies used in the interventions and which interventions the students have been involved in. This has helped communication between staff and parents, and has led to an improved understanding of our systems.

Attendance has continued to be a focus and in 2022/23, with more investment, including extra administrative capacity so that letters and communication can happen in a more timely fashion. The MAT has also employed an EWO who works across all MAT skills. Disadvantaged students were on average attending 3.4% less than their non disadvantaged peers. As a result of this attendance will continue to be a focus in our next 3 year strategy plan, to reduce the gap further.

Data for our internal GCSE assessments during 2019- 2020 and 2020/21 is not necessarily comparable. However, in 2020 there was no significant difference between the disadvantaged students and non disadvantaged students. In 2021 disadvantaged students had a P8 score of -0.5 compared to a score of +0.32 for non disadvantaged students. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised and so this will continue to be a focus in the next 3 year strategy plan.

Provisional data for 2023 shows the gap between disadvantaged pupils and their peers has narrowed. In 2023, disadvantaged pupils had a progress score of -0.21, compared to -0.65 in 2022. This shows an improvement of 0.44, compared to a whole cohort improvement from -0.52 to -0.12; 0.4.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and offering online staff led sessions, which followed the students usual timetable meaning if they weren't in school they could still access the sessions and the content, as they would if they were in school. Students who didn't have access to a chromebook were provided with one and also a Dongle to ensure they student had internet access for these sessions. This meant that in 2022- 2023 we offered a number of catch up interventions in English and Maths, as well as a more focused curriculum which allowed for extended practice of skills and application of knowledge, as well as regular opportunities for Assessment for learning. This focused curriculum, devised by MAT Improvement team leads, meant lessons were more content driven and there was an increase in time spent teaching and learning, with less time spent on correcting behaviour, due to the introduction of a consistently implemented behaviour strategy and policy.

A number of interventions took place for Literacy and Numeracy, with students developing their skills in these areas using personalised programmes based on diagnostic assessments. Leixa and Lexonic were also delivered as well as maths teacher-led interventions to support students with gaps in their understanding. Subject specific literacy was also explicitly taught across the school as well as developing reading comprehension, not just reading ability.

Classroom practice has developed to a point, where there are limited extraction groups required and interventions has focused on Reading and Spelling. All students now study a language so it is hoped that more students will be able to achieve success in the EBacc which is one of our targets for the next 3 year plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide

wellbeing support for all pupils, and targeted interventions where required and will continue to do so.

### **Externally provided programmes**

Programme	Provider
SEMH support for identified individuals	SPACE
SEMH support for identified individuals	Inspire South West
Transition to Post 16 - targeted support	PETROC
Fresh Start Phonics Programme	Read Write Inc
Literacy development	Lexia, Lexonik, Talisman, literacy canon
Numeracy development	Numeracy Ninjas, Sparx, Corbett Maths, maths tutoring
SEMH development	Emotional Logic, trusted key adults

**There are currently no Service pupil premium students at Atlantic Academy.**

## **Further information**

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety. We will continue to utilise the google classrooms, by putting work completed in class on there to ensure students have access to this information even if they are not in the classroom, reducing the knowledge gaps compared to what it would be if the access isn't available. Work from English, maths and Science is booklet based meaning if a student is absent they can continue work from class, as they will have access to the booklet and powerpoints online. The school will also publish a remote curriculum, which will be managed by the HoF, so it is relevant to our school. This will be accessible to students and parents on the school website, meaning they can follow this if they do not have access to their booklets.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. As we do not have 3 years worth of data we are unable to use the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours, however as part of the new

whole MAT approach, and involvement in the Behaviour Hub programme, we have been able to visit schools similar to ours in cohort composition, who have been consistently making progress and have been able to discuss their approach to disadvantaged learners, in particular those who are high-performing and learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We will be developing a more robust evaluation framework to be put in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. This will include internal and external monitoring by PP leads, MAT development team and external auditors.