

Atlantic Academy 3-year long-term pupil premium strategy

This long-term approach to pupil premium planning is recommended by the DfE and the Education Endowment Foundation (EEF). It can be used instead of, or alongside, a one-year strategy.

Our philosophy

At Atlantic Academy we believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Development Plan (SDP). This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. Subjects have had a 10% increase in their annual budgets, 22-23, to allow for PP spend within departments. This spend has to be accounted for and impacts measured to ascertain the effectiveness of the spend.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress such as targeted literacy and numeracy interventions.
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

Barriers to future attainment

As of August 2022 these were the barriers to future attainment.

Academic barriers to attainment	Non-academic barriers to attainment
Low levels of literacy	Poor attendance
Poor language and communication skills	Poor behaviour
Excellent teaching not present in every classroom	Lack of parental engagement
Lack of targeted support	Arriving at school hungry and not ready to learn
Lack of school readiness	Lack of focus and confidence due to poor mental health and wellbeing

Our implementation process

At Atlantic Academy we believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact. These light touch reviews will result in an annual report of spend and effectiveness of impacts, which will be published on the Academies website to ensure transparency and ease of access to information, should external agencies require this.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Monitor the impact of what is already in place and happening then use this to inform development points.
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies, with a focus on Behaviour, Attendance and Reading

Within each category, we have chosen three interventions. This focussed approach ensures the best chance of success for each intervention.

Quality of teaching

1. Encouraging professional development: Development meetings and training with the Curriculum Development Leads within the MAT to develop focused Action plans - based on sequencing and implementation of curriculum to promote student progress.
A weekly CPD slot for teaching staff, weekly strategy focus emails and directed time during whole school staff meetings
2. Professional development: Half termly training sessions focusing on the delivery world class teaching and learning
3. Termly meetings between PP Lead and intervention staff to discuss progress of PP students.
4. Support for all teachers, with a specific focus for Early Career staff and trainee teachers. A termly teaching development programme delivered by external experts – either from staff within the MAT or external agencies.

Targeted academic support

1. Structured interventions: To develop comprehension of reading, literacy and numeracy skills
2. Key Stage 3 Reading development and Key Stage 4 booster sessions in all subjects
3. Small group tuition: For pupils who are below age-related expectations
4. One-to-one and small group support with class, for disadvantaged pupils in some classes such as English and maths: Creating additional teaching and learning opportunities using TAs

Wider strategies

1. Parental engagement: Making meetings more accessible to parents
2. Attendance: Use of an Education Welfare Officer (EWO), when required, to improve attendance and foster links with parents.
3. Induction into the Culture of Atlantic Academy
4. Readiness to learn: Introduction of a breakfast club and break time food service to provide pupils with an opportunity to eat before lunch.
5. Introduction of Emotional Logic for all students and the implementation for strategies for all students who require them
6. Developing the whole student - extracurricular opportunities offered by staff for students to access.

Our review processes

This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually, which would enable us to use time more effectively. These light touch reviews will ensure that the profile of the PP students remains in focus throughout the year and their progress is discussed, by all, regularly.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers and intervention staff ensuring that the appropriate intervention is being provided for the students. If this is not the case then the intervention can be adjusted accordingly to enable progress and development.

From September 2022 Atlantic Academy will be using Provision Maps and Class charts to share and record information. This will ensure that everyone has access to the data they need quickly, with very few links saving time, which can then be spent ensuring the support put in place in the classroom is impactful and appropriate.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. This is the second 3 year plan we have developed. The previous plan can be viewed following this link:

The Principal of Atlantic Academy is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website annually, following the light touch reviews which will take place termly, to ensure that all data is available to complete the detailed annual report.

Atlantic Academy publishes a link to the school and college performance tables and the schools' performance tables page on the school website, so that progress of students is accessible and can be monitored.

Our funding

Funding summary: Year 1 (2022 -2023)					
Total number of pupils	258	PPG received per pupil	£935	Indicative PPG as advised in School Budget Statement	£ 104, 720
		Number of pupils eligible for PPG	112	Actual PPG budget	£94,254.36 - July and August 2022
Funding estimate: Year 2 (2023 - 2024)					
Estimated pupil numbers	269				
Estimated number of pupils eligible for PPG	98				
Estimated funding	£111,915				
Funding estimate: Year 3 (2024 - 2025)					
Estimated pupil numbers	270				
Estimated number of pupils eligible for PPG	102				
Estimated funding	£120,602				