

Pupil premium strategy statement - Atlantic Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|----------------|
| Number of pupils in school | 228 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 1 year |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Dr C Ankers |
| Pupil premium lead | Mrs A Conroy |
| Governor / Trustee lead | Mr D Humphries |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £ 99,750 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £ 99,750 |

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium strategy at Atlantic Academy targets all students eligible for Pupil Premium funding, with the goal of equipping them to successfully pursue further education, employment, or training that matches their aspirations and abilities.

To support this aim Atlantic Academy:

- Acknowledges that not all students receiving pupil premium funding are socially disadvantaged and that some socially disadvantaged students do not receive this funding.
- Pupil Premium funding will be allocated based on the priority of needs. Therefore, not all eligible students will receive Pupil Premium interventions at all times. To ensure the effectiveness of funding allocation, college leadership will conduct regular reviews of the progress and needs of all students.
- Use key performance indicators to monitor academic progress including reading age, standardised maths scores, attendance, attitude to learning, reward points, homework submission rates, behavior data and school engagement of all students in receipt of Pupil Premium funding. These students in turn are prioritised for intervention and/or support.

Strategy objectives

In order to meet the aim of the strategy outlined above the following objectives will be addressed. These attempt to overcome the barriers to future progress and support social mobility.

- A. To provide students with the skills (including literacy) and knowledge to make progress across the curriculum
- B. Reduce suspension rates
- C. To increase attendance rates
- D. Improve academic progress and outcomes of students

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---------------------|
|------------------|---------------------|

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| 1 | Students receiving Pupil Premium funding have significantly lower reading ages than their chronological age |
| 2 | The attendance of all students and especially those receiving pupil premium funding is below both the national and college averages. |
| 3 | Pupil Premium students' academic progress is below both national and college averages. |
| 4 | Students receiving Pupil Premium funding are suspended at a higher rate than their peers. |

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. Intended outcome | Success criteria |
| To ensure equitable access to education and future opportunities, it is imperative that all students develop strong reading skills. This foundational literacy will enable them to fully engage in all lessons, comprehend complex texts across all subjects, and ultimately have a fair and equal chance to succeed in their GCSE examinations. | <ul style="list-style-type: none"> - All students read daily - Reading interventions are provided to all students whose reading age is below their chronological age. - Weakest readers in Year 7 follow a corrective reading programme - Students reading age is equal to or higher than their chronological age as soon as possible (and no later than Year 11) |
| The attendance rate of students at the college who receive Pupil Premium funding is comparable to that of their peers who do not receive this funding. Additionally, the overall attendance rate of all students at the college exceeds the national average attendance rate for schools.. | <ul style="list-style-type: none"> - The overall attendance rate for students is 95%. - PA <20% - Attendance of students receiving Pupil Premium funding will be equivalent to that of all other students. |
| All students, regardless of their socioeconomic background, are achieving at the same level as their peers nationwide. This consistent progress ensures that they are well-prepared to pursue the future pathways they desire, whether that be enrolling in further education or entering the workforce. | <ul style="list-style-type: none"> - 7+, 5+, 4+ pass rates in all Key Stage 4 subjects exceed that of students nationally - No gap between the attainment of all students and those in receipt of PP - No students are NEET - 100% students 4+ in English and Maths |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>High-quality, subject-specific CPD will be provided to all teaching staff to ensure high-quality teaching for all students. Funding will be used for CPD leadership, staff time, recruitment initiatives and access to trust-led training.</p> | <p>The most crucial way schools can enhance outcomes for disadvantaged pupils is through high-quality teaching. Making sure that an effective teacher is in front of every class and that every teacher is supported to keep improving is especially important for socio-economically disadvantaged students (EEF). Quality of teaching is consistently highlighted in research as making the most significant impact on the progress of disadvantaged students.</p> | <p>1, 3, 4</p> |
| <p>Provide a tailored CPD programme to develop the work of SEND, reading, behaviour and attendance teams. Funding will be used to finance external and internal CPD and staff time</p> | <p>To ensure that all staff members who interact with students are able to support them effectively, it is essential that non-teaching staff, such as teaching assistants, reading, behaviour/attendance mentors, and support staff, receive regular, high-quality training that is relevant to their roles and responsibilities. This training should be updated frequently to reflect the best practices in student support and safeguarding. By providing non-teaching staff with the knowledge and skills they need to work confidently and competently with students, we can create a more inclusive and supportive learning environment where all students can thrive.</p> | <p>1, 2, 3, 4</p> |
| <p>Provide teachers in the early stages of their career with specific support. Funding will be used for ECT mentoring, stage specific CPD, staff time</p> | <p>Training and support for teachers, particularly in the early stages of their career is key to ensure successful recruitment and retention. Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving in the key</p> | <p>1, 3, 4</p> |

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| and support for NPQ programmes. | ingredient to ensure the progress of all students. | |
| Our corrective reading teacher requires regular CPD and mentoring. Funding will be used to provide regular CPD, mentoring by trained staff and membership of NIFDI | Direct instruction provides a clear and structured approach to learning which can make it easier for students to learn and remember new information. This method of explicit instruction requires regular training and in class mentoring. | 1, 3, 4 |

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

Budgeted cost: £60,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Regular access to reading materials which are both appropriate and challenging. Funding will be used to provide library staff, books for the tutor reading program and tutor CPD. | Research has consistently shown that a lack of strong literacy skills can significantly impede young people's progress throughout their lives. Literacy is not only fundamental for academic success, enabling students to engage with and understand the curriculum across all subjects, but it also equips them with essential skills for future education and employment. Students who leave school without a solid foundation in literacy may struggle to pursue further education, secure stable employment, or reach their full potential in various aspects of life. | 1, 3 |
| Corrective reading programme in Year 7 and 8 | Corrective Reading is a highly structured program that helps weak readers by focusing on essential decoding skills and providing explicit instruction. This approach improves accuracy, fluency, and comprehension, boosting confidence and motivation. It's adaptable to different needs and provides strong support for teachers | 1, 3, 4 |
| Small group reading intervention programmes for Years 9 - 11. Funding will be used to employ reading | Targeted academic support can have a positive impact on learning (EEF). Small group reading interventions are vital because they allow teachers to provide personalised instruction and support to struggling readers. This targeted | 1, 3 |

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| mentors, reading intervention packages, reading leadership/ | approach helps students improve specific skills, increases engagement, and prevents them from falling behind. It's an efficient way for schools to ensure all students have the opportunity to succeed in reading. | |
| Extended day for Year 11. Funding used for teaching and support staff, transport and leadership. | In 2017 the Sutton Trust published findings that suggest that there are big gaps between the amount of time spent on additional instruction with bright but poor pupils losing out. The report warns that this creates a 'glass floor' for students from better homes and thus a substantial barrier to social mobility. Additional teaching will reduce that gap. | 3 |

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

Budgeted cost: £35,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| An attendance strategy that monitors and supports student attendance, escalating concerns when necessary, while celebrating positive attendance outcomes. Funding is used to employ an attendance team, contribute to attendance leadership, EWO support and attendance rewards. | There is a direct correlation between poor attendance and poor achievement. Good attendance is vital for academic success, social-emotional well-being, and student safety. Being in school regularly helps students learn, develop friendships, and access support. | 1, 2, 3 |
| Homework support Funding is used to pay for homework officer, increased computer access at school and staffing of homework support sessions. | Homework is important because it reinforces classroom learning, helps students develop essential skills like time management and responsibility, and prepares them for future success by promoting independent learning and good study habits. It also extends learning beyond the classroom, allowing for deeper exploration and application of knowledge. | 3 |
| Resource provision for PP students. This will include uniform and | It is important that all students have access to the same opportunities irrespective of socio-economic status. The wearing of the college uniform is an | 2, 3, 4 |

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| resources required to access their curriculum | important aspect of our ethos. Reducing anxiety by supporting equality allows students to focus on learning. | |
| Equality of access to extra/supra curricular opportunities. Funding will support with access to schemes such DofE and dedicated outdoor education staffing | Learning science suggests that the more experiences a child has, the better equipped they are to build on that learning, accelerate progress and link abstract concepts. It also helps attendance by giving students a sense of belonging. | 2, 3 |
| Social and Emotional support. Funding is used to help pay for a safeguarding team, counsellors and the CPD of these teams. | Schools which are successful in raising the attainment of the most disadvantaged students emphasise the importance of meeting the needs of individual learners. Staff work to identify barriers that prevent pupils from making progress. | 2, 3, 4 |
| Maintaining the highest standards of behaviour through intervention and support in reflection. Funding contributes to the funding of behaviour support staff, behaviour mentors and leadership | Maintaining the highest standards of behaviour allows all students to achieve. Students should not be distracted in their learning and no individual has the right to take this opportunity away. It is also important that students who fail to meet expectations are supported to do so. | 2, 3, 4 |

Total budgeted cost: £100,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *P8 of disadvantaged cohort = -0.69 (whole cohort = -0.36)*
- *A8 of disadvantaged cohort = 29.50 (whole cohort = 35.31, national = 45.9)*
- *19.2% achieving 5+ English and Maths (whole cohort = 28.6, national = 45.9)*
- *30.8% achieving 4+English and Maths (whole cohort = 48.2, national =)*
- *7.7% of disadvantaged cohort entered for ebacc (whole cohort = 17.9, national = 40.4)*
- *100% of students permanent excluded were disadvantaged*
- *Year 11 attendance of disadvantaged students = 88.8% (whole cohort = 71%)*

Review of strategy outcomes

- *The attainment/progress of disadvantaged students is lower than their peers*
- *Reading ages of students improved with all students accessing intervention strategies.*
- *Attendance of pupil premium students was higher than that of all students although significantly lower than national*

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
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Service pupil premium funding (optional)

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

How our service pupil premium allocation was spent last academic year

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.

