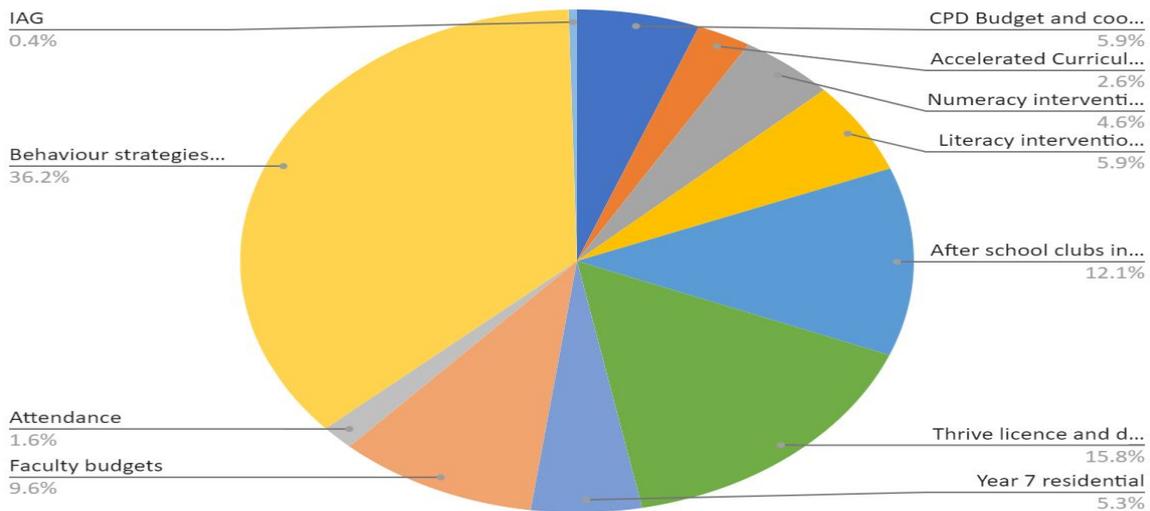


# Atlantic Academy - Pupil Premium Summary 2018 -2019

For the period September 1st 2018 to 31st August 2019

The available Pupil Premium fund for 2018 - 2019 was £52,171.



Throughout this report reference is made to the Education Endowment Foundation (EEF) teaching and learning toolkit. This is a summary of the international research evidence on the impact of interventions on student progress. We have used this to inform us when deciding on how best to spend the Pupil Premium allocation in 2018 - 2019 and devise the budget for 2019 -2020.

This was spent on the following interventions and supportive measures:

**After school curriculum sessions:** £7,159.87

On average 34% of the students who attended after school clubs and used the after school bus were pupil premium. This has meant they have required access to the late bus. This total spend includes staff time and the cost of driving and running the late bus.

All students, including the 53 Pupil Premium students had access an extended school day including Extra curricular activities which ran on a Friday afternoon, funded by the Academy. These enrichment activities and experiences, that pupils may not have previously been able to access, included, completing their Duke of Edinburgh, film club, trampolining and Japanese.

EEF research states that enrichment programmes can boost progress by up to two months over a year, which is why these will continue to be offered next year.

**Student support:** £10,167.46

A number of student support strategies have been implemented including the following:

- Thrive intervention
- Key Stage coordinators
- Attendance Support - part of an ELT role.

The key target in this area was to improve attainment through a focus on social and emotional learning (SEL).

The Education Endowment Foundation (EEF) have deemed SEL to have a significant impact on learning, relationships and attainment, which can in turn, lead to up to four months additional progress.

15 PP students regularly attended Thrive sessions during 2018/2019 and all of these students have made progress in their emotional development. These students have also maintained a gradual progression within their core subjects and have seen a reduction in behavioural difficulties. Of these 15 students 3 were year 11 students who have now successfully completed their GCSEs.

At Atlantic Academy we have invested time into developing our pastoral systems, to support the belief that investing in the whole child, will aid social development. Over this academic year we have continued to promote and develop our House structure, meaning that House staff now have more regular contact with pupils, developing the links and support network for those students. The introduction of a Behavioural Lead has meant that parents have a clear point of contact to discuss concerns and behavioural issues with. It also means that students are aware that there is a distinction between behaviour and educational need, as there is a distinction now within the staffing

The introduction of a designated, year group specific coaches has meant parents and staff have a regular point of contact to discuss concerns with. This allows for consistency in approach and makes monitoring students progress and behaviour easier.

Staff are in regular contact with parents when needs arise, and are one of the key individuals, along with the coach, in developing pastoral support plans in the Academy.

During coaching students carry out numeracy and literacy tasks, provided by the Head of English and Maths, these are designed to help develop students skills to aid overall progress in subjects. There is also a discussion session and assembly time ensuring wider context topics are addressed such as safeguarding, internet safety and IAG.

These coaching sessions have not only helped students to focus on their academic and social targets for the year, but also their future plans and work experience. There has also been an increase in parental engagement as parents having a set point of contact within the school who is able to give them regular updates regarding their child. The EEF states that regular parental engagement can have a positive 3 month impact on students.

**Literacy Support and intervention:** £5,277.67

We have implemented a number of interventions to improve literacy, including:

- Arrow software and licence for up to 5 students
- 1:1 reading and writing classes
- Handwriting intervention
- Literacy support
- GCSE focused Literacy support

Students who require interventions continue to be identified by English staff, based on their Key Stage 2 data and their progress within school, these students are then placed on an individual progress plan for literacy based on their needs.

In 2018 - 2019 21 PP students accessed these personalised plans within the Academy. 100% of these students made progress in their focused areas, whether that was reading, spelling or an improvement in comprehension. Handwriting intervention was not offered this year due to time constraints of staff, however, it will be reintroduced next year.

ARROW was introduced this year to develop the comprehension of students from year 7 to year 11 and was offered as a small group intervention, with 7 PP students accessing this. This, again, saw a 100% progression rate for students.

Year 11 students below their GCSE target attended intervention sessions for regular feedback and targeted support in the 2018 -2019 school year. Pupil premium students from other year groups, were also taken for 1:1 or small group intervention sessions to develop their, comprehension, reading and spelling levels.

This table represents the improvements made by PP students compared to non PP students following an intervention programme:

		Reading			Spelling		
		no. of students	Average	Mode	no. of students	Average	Mode
Year 7	pp	12	10 - 11	11 - 12 (9)	12	10 - 11	12 - 13 (4)
	non pp	27	10 - 11	11 - 12 (17)	59	10 - 11	12 - 13 (28)
			Average	Mode		Average	Mode
Year 8	pp	5	12 - 13	11 - 12 (3)	4	11 - 12	12 - 13 (3)
	non pp	13	12 - 13	15 - 16 (3)	13	11 - 12	12 - 13 (49)

			Average	Mode		Average	Mode
Year 9	pp	10	12 - 13	11 - 12 (5)	8	11 - 12	12 - 13 (3)
	non pp	21	12 - 13	15 - 16 (7)	20	11 - 12	12 - 13 (49)
			Average	Mode		Average	Mode
Year 10	pp	9	13 - 14	15 - 16 (5)	7	11 - 12	12 - 13 (3)
	non pp	21	14 - 15	15 - 16 (13)	42	11 - 12	12 - 13 (5), 13 - 14 (5)
			Average	Mode		Average	Mode
Year 11	pp	10	13 - 14	16 - 17 (3)	9	12 - 13	13 - 14 (5)
	non pp	21	14 - 15	16 - 17 (10)	18	12 - 13	13 - 14 (11)

As part of the whole Academy initiative, the whole school have continued to make effective marking and feedback a focus. The EEF attributes the possibility of 8 months additional progress to effective feedback and is their a high impact intervention. In addition the use of individualised instruction and different learning styles through specific intervention groups, can boost progress by up to 2 months. The English faculty regularly communicates with intervention staff to help personalise the sessions for the students who receive intervention. This makes the intervention more specific as it is tailor made to each students needs. This year the literacy intervention saw progress made in both spelling and reading ages, which in turn has helped students to make progress in other subjects.

The EEF states that TAs who support individual pupils or small groups show a higher positive benefit than those that support whole classes with an estimated one month additional progress. However, to support students who have interventions, there are some groups that may have access to a TA; when they are not required for cover or isolation duty.

Atlantic Academy understands the importance of providing focussed interventions and as such, have implemented a number of support measures targeted at individuals or smaller groups where the need is greatest and this is something we hope to continue and develop in the next academic year.

**Numeracy support and intervention:** £2,715.37

Students receiving numeracy support were picked because they were students who would need support to achieve a "strong pass" at Grade 5 at GCSE and so would benefit from 1:1 or small group specialist intervention. This year the small group interventions and 1:1

support have taken place in sessions and have not required removal, this has meant that the teacher leading the session has also been able to guide the intervention so that it develops relevant skills. There has also been a TA supporting these sessions, when available, to ensure extra support when required. The percentage of PP students included in these small group and 1:1 sessions were 45%.

A small group of students in year 8, made up of 75% PP students, have been having specific numeracy intervention sessions this year. During these sessions they were developing skills and filling in gaps to aid progress. This has been able to happen due to this particular group of students not attending Spanish sessions.

During these targeted sessions, specific areas are addressed to ensure most impact. Students are assessed at the start and end of the intervention period to show progress.

**Staff training and Coordinator role:** £3,479.16

The EEF states that high quality teaching has the most impact on a students progress, which meant that in 2018 - 2019 the Academy invested in this area, ensuring that staff planned innovative sessions, which saw students make at least expected progress.

In a study carried out by the Sutton Trust it was found 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.

**Behaviour developments:** £21,356.45

Investment was also made in the area of promoting excellent behaviour, as it is believed that this also makes a significant contribution to a students learning.

A number of strategies were put into place, this academic year, to promote excellent behaviour, including a zero tolerance approach to unacceptable behaviour using our "On Call" system, which all staff have received training in, to ensure consistency in approach. If "On Call" is called students are removed immediately from class and placed in an environment where their behaviour can be addressed and supportive measures put in place by trained support staff. Students then complete work during time in isolation until they are ready to be reintegrated into class. Effective reintegration is the aim of isolation to reduce the time students are out of sessions. The on call system, when used effectively, ensures that where possible, the student is prevented from missing education, which in turn reduces the need for exclusion and breaks down barriers, such as non attendance, which the EEF recognise jeopardises a students attainment and therefore states that an effective behaviour management system can impact a students learning by 3 months.

A considerable investment to the pastoral support reintegration system, which includes extended meetings, involving parents and outside agencies, such as family support workers and social workers, has also been made to ensure that students are able to access education and are supported by all those around them.

**Subject specific resources and intervention:**

£5,612.82

Student specific interventions take place where required to improve attainment in a number of subjects including Maths, English, Science, PE and Music. These sessions were run at a number of times, such as lunch time, after school study sessions and during holidays, ensuring that all students were able to access this intervention when required.

The EEF deems specific feedback to be of great use, adding up to 8 months progress for a students, so regular and effective feedback within interventions and in class have been a focus for staff this year and have helped staff to tailor sessions to students. Staff have also adopted a "Take 5" policy when marking, as a result of this staff are able to plan using specifics found when marking, so that the follow up session addresses any concerns or misconceptions quickly, allowing students to develop points and ideas quickly.

Subject specific resources that have benefited students include access to an online specific learning programme which allows both staff and students to monitor their progress, revision guides, textbooks, funding towards off site trips and resource art packs giving students access to the resources they need to develop the required skills in their own time, as well as at school.

2 pupils have been able to access the Duke Of Edinburgh award this year, using pupil premium funding which is something they wouldn't have been able to do if the funding wasn't available. Another student, from year 10, was able to take part in a RSC development day in Stratford, which was again something this student wouldn't have been able to do if the funding wasn't available.

**IAG (Information, Advice and Guidance)**

£170

By continuing to invest in a more comprehensive and cohesive IAG programme this academic year, 100% of year 10 Pupil premium students have attended successful work experience placements and 100% of year 11 PP students have gained places on further education courses or places on apprenticeships. There has also been an increase in the number of IAG activities available for students this year, with a number of them being off site, hands on activities based at Colleges our students are considering. The number of guest speakers coming into school has also increased and the Year 10 students have also been given the opportunity to take part in interviews with employers, to practice their interview techniques.

The EEF states that metacognition and self regulation can have up to a 7 month positive impact on a students education, therefore if a student has a more clear idea of their after school aspirations they are more likely to engage in learning and develop strategies to enable them to achieve their goal. Having this early career and further education guidance, will also give students access to avenues they may not have previously considered. IAG is

also now a weekly session during coaching, and teaching staff include careers within their sessions. As a result of the increased exposure to career information and discussion sessions, students are developing their after school aspirations earlier on in their educational career therefore developing their focus.

**Year 7 Residential** - £3098.56

This ensured that all students were given the same opportunity to experience the residential on Dartmoor, developing both subject knowledge and social and emotional skills. This residential reinforced expectations and helped the students to develop positive relationships with both students and key adults within the school.

**Total spend:** £59,037.38

## **2018 - 2019 Impact data**

Percentage of students attaining basics (English and Maths) at 4 or above in Key Stage 4. Actual grades have been used to compile this table.

	Basic English and Maths 2019 - Year 11 cohort (%)			
Percentage of students achieving	National 2018	Atlantic Academy whole cohort	Atlantic Academy Non-Pupil Premium cohort	Atlantic Academy Pupil Premium cohort
All students	64	44	50	33
	Basics Ebacc - Year 11 cohort (%)			
All students	24	22	26	11
	Progress 8 scores (provisional)			
All students	0	-0.48	-0.40	-0.69

The gap between PP and Non PP students is 17 %, with PP students on the whole achieving significantly below their peers Nationally and slightly below their peers are Atlantic Academy. However, standards for the majority of students is well below national average. This means we will continue to use interventions next academic year for all students to raise standards across the whole school, for all students.

There is a 13 % difference between the PP cohort performance at Atlantic Academy on EBAC standard pass and the whole cohort national performance, a small GCSE cohort size, 9 PP students out of 36 total students, needs to be considered here.

## **2019 - 2020 Summary plan.**

In the academic year 2019 - 2020 it is expected that Atlantic Academy, will receive (£52,001.00) £45,180 in Pupil Premium funding. As a result of being part of the MAT, the majority of the budget will be allocated via a central finance office. Therefore, percentages of salaries for interventions and training will be allocated at this level and will form the majority of the Pupil premium fund spend, as with this year.

Lead Professionals from Launceston MAT will continue to work with us and offer training to help us raise the standards of teaching and learning, behaviour, attendance and monitoring progress. The investment in this incentive, will come in the form of time, meetings, regular CPD's, lesson observations and feedback. Staff members will also continue to have access to the Outstanding teacher program and the Leadership Development program. 9 members of staff have already taken advantage of this or are currently taking part in the programme. By developing practice, student standards across the whole school will be raised, not just those of the PP students. This is where the majority of the investment will again, take place and will be reviewed, and the impact analysed at 2 key points across the academic year; January 2020 and during the final half term of the academic year, when all developments are reviewing their progress and impact. By doing this we will be able to identify where future spending should be allocated based on the impact the interventions have had.

Interventions will continue to take place for Literacy and numeracy, with an increase in the number of students accessing them to develop their skills using personalised programmes. There will be a focus on raising the standards in literacy, due to students achieving more positive results in both Maths and Science GCSEs. By raising standards in literacy, the Academy will raise standards across all subjects as literacy is the lynchpin across the whole school curriculum. Handwriting interventions will also take place this year, as it essential that students handwriting can be read by those marking it, as it can affect GCSE results and also after school, when the students are in employment. The GCSE group literacy intervention this year was particularly successful so, again this will be a focus for 2019-2020.

Thrive will not be continuing at Atlantic Academy, but Boxall will be used instead. This is due to the fact the Boxall Profile provides a framework for the precise assessment of children who have social, emotional and behavioural difficulties (SEBD) and are failing at school. It helps teachers to plan focused intervention for those children whose anxiety-provoking behaviour seems to make no sense. The profile provides the teacher with insights and suggests points of entry into the child's world - it makes people think about what lies behind the behaviour'

From a practical point of view, it is very easy to use. A checklist is completed by the member of staff who knows the child best in a classroom situation, is quick and most importantly constructive.

Principles will also be used as both a whole Academy initiative, in teaching practice and classroom based interventions, as well as on an individual basis, with specialists. More students will have access to Boxall as more staff will be delivering sessions, which will be monitored by a specialist to ensure consistency in approach and that progress is being made.

There will be a consumables budget for the academic year 2019 - 2020, which will be approximately £4800. This budget will be preallocated to departments within their faculty budget and should be used to help raise standards in specific areas of the curriculum. Examples of how this money may be spent include individual music lessons, funding to help towards the cost of essential academic trips and equipment, which will be kept in school. Staff will still need to complete an impact form so that the actual outcome of the intervention can be compared to the desired impact the intervention has had. This will help inform next years PP fund allocation.

After school clubs and the homework club will continue to be provided, as a number of pupil premium took advantage of these this year. As a result of this part of the 2019-2020 fund will be allocated to staffing these sessions and running the late school bus. The actual allocation will be a percentage of the total cost, based on the average number of pupil premium students accessing this offer.