

Pupil premium strategy statement - Atlas Academy 2019 to 2020.

1. Summary information					
School	Atlas Academy				
Academic Year	2019-20	Total PP budget	£128,040	Date of most recent PP Review	20/09/19
Total number of pupils	288 (including nursery)	Number of pupils eligible for PP	94	Date for next internal review of this strategy	September 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard in reading, writing and maths	11%	50%
progress in reading	-3.4 (improved from 2018)	-1.0
progress in writing	+0.8 (improved from 2018)	-2.3
progress in maths	-3.4 (decreased from 2018)	-1.0

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Language acquisition is significantly lower than national average impacting on literacy standards, significantly lower for disadvantaged pupils.
B.	Historical unaddressed gaps in learning.
C.	Readiness to learn – physically, mentally and emotionally. Some pupils have social and emotional needs – for some, challenging behaviour linked to attachment needs – that impact on academic progress.
D.	Poor working memory and retention of learning. This, alongside limited vocabulary, impacts on pupil's ability to reason about learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance and punctuality that is lower for disadvantaged pupils than non-disadvantaged pupils.
F.	Situations at home can impact on the social, emotional and mental health of pupils. This can impact on academic progress.
G.	Pupils can lack access to resources and enrichment activities that promote engagement and readiness for learning.

4. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

A.	For pupils to be able to develop in language and literacy skills, increasing their access to all learning. Targeted support will be provided to develop language and improve vocabulary.	Improved outcomes in literacy. Evidence of growing vocabulary in oral and written work. The gap will narrow between outcomes for disadvantaged pupils.
B.	Gaps in learning are identified and targeted through bespoke targeted interventions. Pre-teaching, where necessary, will take place ahead of class based teaching and same day interventions will address misunderstandings.	Assessment will show gaps which are addressed; PP pupils will make expected progress.
C.	Pupils will access Thrive provision that supports their social and emotional development needs. Behaviour will not impact on their academic progress.	Fewer behaviour incidents recorded. Improved development profiles when profiled. Pupils requiring support will reduce.
D.	Pupils will receive direct teaching to improve working memory through interventions and targeted provision.	Improved outcomes in recall, working memory based learning.
E.	Improved attendance of disadvantaged pupils	Target: 94% disadvantaged, 96% non-disadvantaged Number of pupils arriving late will decrease. Attainment of disadvantaged pupils increases.
F.	Link to C. in addition, parental engagement will improve through support offered from school's pastoral team.	Improved outcomes in attainment, attendance and Thrive of pupils accessing support.
G.	Pupils will have access to resources and opportunities that will enhance their learning and life experiences. These will develop use of vocabulary and engagement levels.	Access to enrichment activities/ residential visits to increase engagement in learning. Impact measured through improved profile of teaching and learning and outcomes for disadvantaged pupils.

5. Planned expenditure

Academic year

2019-2020

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continue to improve the vocabulary of disadvantaged and EAL pupils through access to whole school teaching and intervention approaches. (A)	Further CPD for language teaching and delivery of intervention programmes Language Ambassador & Teaching Assistants to deliver interventions Funding of Vocabulary Visits (link to G)	'Vocabulary breadth and depth are two of the most important factors in helping pupils to understand what they read and to express themselves as mature. Sophisticated learners.' <i>Chris Quigley</i>	The school's monitoring and evaluation process will continually assess the impact of teaching on pupil progress. Data analysis will show that pupils' language acquisition is improving. Work scrutiny and observations of pupils learning will show application of new and learned vocabulary.	Vice Principals SENCO	Termly
Pupils will access a broad and balanced curriculum that will allow them to deepen learning and master concepts as well as develop their strengths and interests	Introduction of Essentials Curriculum	In response to evaluation of school's delivery of national curriculum and Ofsted's Inspection Framework 2019, we need to provide a knowledge-rich curriculum (<i>'the essential knowledge that pupils need to be educated citizens'.</i>) We also need to ensure our curriculum is more inclusive of skills teaching.	CPD delivered by Chris Quigley Coaching between staff to implement curriculum including lesson study Pupil feedback The school's monitoring and evaluation process will continually assess the impact of teaching on pupil progress.	Vice Principal VH School Council	Termly
Attainment across school in reading, writing and maths for age expected increases with the gap narrowing between	Assessment for learning will inform additional 'same day' intervention time and small group teaching	Disadvantaged pupils will have more direct access to bespoke, timely feedback and intervention. More adults mean more pre-planned interventions can take place; smaller	The school's monitoring and evaluation process will continually assess the impact of teaching on pupil progress. Pupil Progress meetings	Vice Principal BH, Maths Lead, EYFS Lead, PP Lead,	Termly

pupil premium and non-pupil premium pupils. (B)	CPD for teaching of reading All Y2-Y6 pupils access Timestable Rockstars	groups can make better use of resources available to support learning. Successfully used to support learning 18-19 but still need to improve attainment.	Data analysis/tracking CPD will focus on teaching and learning for teachers and teaching assistants. Pupil Progress meetings	Assessment Lead	
Attainment at Y6 higher standard for reading and writing increases. (A)	Additional group teaching in Year 6 to provide targeted support to address gaps in learning.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/667690/Social_Mobility_Action_Plan_-_for_printing.pdf Small targeted groups sessions based on Gaps analysis will ensure that pupils make accelerated progress impacting on overall attainment and progress. Reducing class size is demonstrated by the EEF to show increased progress.	Data analysis to inform precision teaching. Y6 staff to plan and work together to ensure Quality First Teaching. Triangulation of observation, moderation and Pupil Progress meetings will demonstrate pupil progress towards greater depth standards.	Vice Principals	Termly

*The academy is being funded by the Trust in significant initiatives to improve teaching of language & literacy. **Total budgeted cost** £38,000

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Promotion of positive behaviour within home, parenting, attitudes to education; providing one-to-one support, information and signposting to other services in the local area; liaising with a range of external services. (F)	Support, advice and information given to families by Pupil and Family Support Officer, Family Engagement Officer & Language Ambassador	Early Help assessments are identifying a range of needs; there is an increasing number of families open to Team Around the Child. Needs can often be met within the specialism of the school.	Increased use of Early Help Assessment; improvements in pupil/family health and well-being evident. Families accessing a range of support services	Pupil and Family Support Officer,	Termly

<p>Promotion of good attendance and punctuality. Robust attendance data tracking & monitoring system used in school. School responds quickly to attendance data. (E)</p>	<p>Attendance Officer</p> <p>Safe & Wellbeing checks made on initial day of absence</p> <p>Bespoke support offered to families</p> <p>Support from Intake Academy to ensure robust attendance and data tracking</p>	<p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>https://researchschool.org.uk/durrington/blog/an-evidence-informed-approach-to-improving-attendance</p>	<p>Attendance continually monitored</p> <p>Number of Safe & Well Being Checks monitored</p> <p>Actions and interventions monitored</p> <p>Records of non-attendance, persistent low attendance reduce</p> <p>Attendance Council</p>	<p>Attendance Officer</p> <p>Principal</p>	<p>Weekly attendance</p> <p>Monthly reviews</p> <p>July 2020</p>
<p>Attending Breakfast Club will lead to improved attendance. (E)</p>	<p>Set up Magic Breakfast</p> <p>PP pupils prioritised</p>	<p>https://www.magicbreakfast.com/Handlers/Download.ashx?IDMF=290aa835-1de8-4674-b431-e30fb7ff1b73</p> <p>https://www.magicbreakfast.com/news/breakfast-clubs-boost-attainment</p> <p>School currently does not have a Breakfast Club. Parent feedback suggests a renewed demand.</p>	<p>Attendance tracked and monitored linked to pupil achievement</p> <p>Pupil feedback</p> <p>Pupil Progress meetings</p>	<p>Attendance Officer/Vice Principal</p> <p>Attendance Committee</p>	<p>Termly</p> <p>Attendance Committee weekly meetings</p>

Targeted strategies and approaches for pupils with social, emotional and mental health needs. (C)	<p>Access to Thrive Room</p> <p>Thrive on-line screening to assess and support pupil need</p> <p>Thrive Licensed Practitioners are kept up-to-date with current scientific developments in neuroscience</p> <p>Additional lunch time supervisors</p> <p>Positive Playground Play CPD</p> <p>Playground Buddies reinstated</p>	<p>https://www.thriveapproach.com/</p> <p>Screening has demonstrated that the Thrive approach has successfully supported individuals requiring additional support. School is establishing a Thrive room where pupils can access space and resources to support them.</p>	<p>Termly Thrive screening – profiles show increase in skills</p> <p>Decrease in challenging behaviour and TeamTeach incidents</p> <p>School Council/Pupil Questionnaires report behaviour is good across school</p>	<p>Thrive Lead</p> <p>Business Manager</p> <p>Thrive Lead</p> <p>HLTAs</p> <p>School Council</p>	<p>July 2020</p> <p>Monthly School Council meetings</p> <p>Pupil Survey Nov 19</p> <p>Parent Survey Nov 19</p>
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Total budgeted cost £77,540

iii. Other approaches

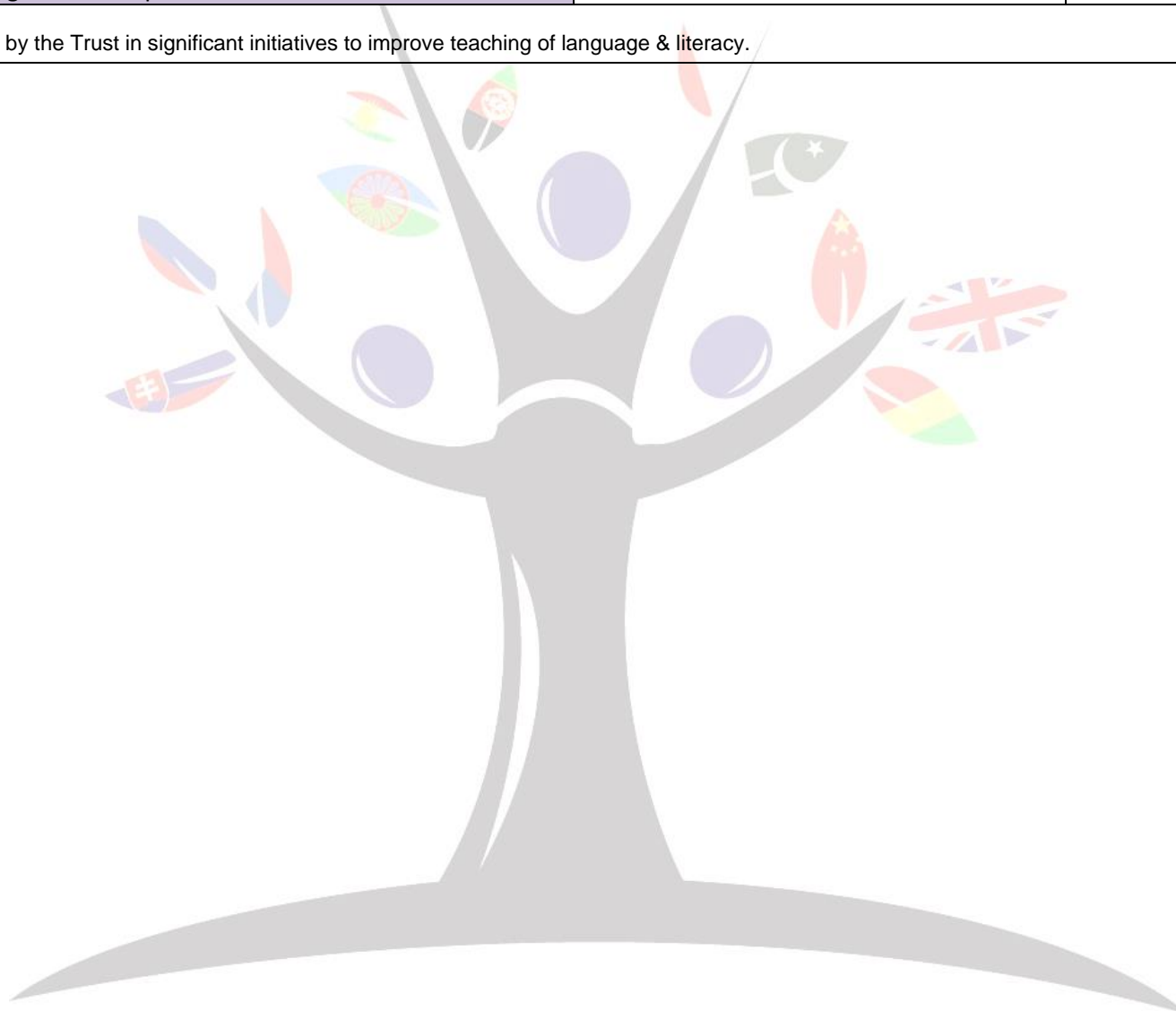
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Access to peripatetic lessons for all pupils in KS2	Doncaster Music Services to provide samba for all Y3/4 pupils; clarinets and flute for individual Y5/6 pupils	Science has shown that musical training can change brain structure and function for the better. It can also improve long-term memory and lead to better brain development for those who start at a young age.	<p>Pupil feedback</p> <p>Percentage participation of individual lessons</p> <p>Link to attainment in reading</p>	Music Lead	June 2020
Increased participation of PP pupils in trips and residential	Families of PP pupils to access subsidiaries for excursions where voluntary contributions are requested.	Voluntary contributions can place a strain on financial circumstances: contributing towards the funding of these experiences will ensure PP pupils can access trips and residential.	<p>Percentage participation</p> <p>Parental feedback</p> <p>Pupil feedback</p>	Finance Officer	<p>Following each trip</p> <p>Feedback Nov 19</p> <p>June 2020 overall</p>

Total budgeted cost £12,500

Proportionate Allocation of PP Funding

Allocation Area	Amounts Allocated	Proportion of Spending
Quality First Teaching & Targeted Academic Provision	38k	30%
Attendance	21k	16%
Emotional Wellbeing and Behaviour	56.5k	44%
Wider Opportunities, Engagement & Aspirations	12.5k	10%

*The academy is being funded by the Trust in significant initiatives to improve teaching of language & literacy.



6. Review of expenditure				
Previous Academic Year		2018-2019 (£132,000)		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
For attendance initiatives to impact positively on the attendance of pupils.	Attendance Officer & attendance initiatives (including attendance home visits)	<p>Attendance decreased for both PP and non-PP pupils from 17-18. This was due to a significant number of extended holidays to Asian and Eastern European countries during term-time. There were a number of pupils who left school but continued to be on roll until confirmed attendance in new school.</p> <p>Safe and Wellbeing checks on first day of absence, supported by Language Ambassador, partly successful.</p>	<p>Continue</p> <p>Effective use of Astrea Attendance Tracker to be supported by Intake Academy.</p>	£12,444
For children with communication difficulties and low English literacy attainment on entry to be able to develop quickly in their literacy skills enabling access to the wider curriculum.	Music Instrumental Lessons & instrument hire	<p>One child achieved Grade One and two children were about to.</p> <p>57% of pupils learning an instrument achieved ARE or above in Y6 SATs reading.</p> <p>Pupil voice: positive. Pupils committed to individual lessons, regularly practising in break/lunch times.</p>	<p>Continued access to instruments over weekends/holidays improved quality of play.</p> <p>Increase take up of boys.</p>	£5950

For engagement in learning to increase through an improved learning experience	<p>Access to enrichment activities/ residential visits</p> <p>Times Tables Rock Stars</p> <p>Training and resources for staff (including release costs)</p> <p>Increase teaching capacity in Y6 to enable small class teaching.</p>	<p>Wider vocabulary identified in written and oral work following Vocabulary Visits. Friday Clubs provided access to opportunities in skills that children had not had before, such as needlework, crafts, learning an Eastern European language. Pupil Voice was very positive.</p> <p>Challenge Partners Review (Feb 19) confirmed Improving profile for teaching and learning.</p> <p>Differentiated grouping enabled varied pace, progression and pitch according to need.</p>	<p>Analysing the outcomes for disadvantaged pupils in 2019 in mathematics, an increased focus is required in reading and maths provision and for pupils to reach greater depth in writing.</p> <p>Continue to focus on improving teaching and learning still paramount. Academy Trust funding CPD on literacy and academy will be taking part in Maths Mastery Programme and DfE English Hub (Letters & Sounds).</p>	£55,230
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
For children with communication difficulties and low English literacy attainment on entry to be able to develop quickly in their literacy skills enabling access to the wider curriculum.	<p>Language Support</p> <p>Co build dictionaries bought across KS1</p> <p>Reading books/multi lingual resources</p>	<p>Outcomes at EY, KS1/2 remain well below average.</p> <p>CPD delivered by EMTAS successful – evident through increased use of resources, models and images. Use of learning walls favoured by pupils.</p> <p>Racing to English in Y6 for three pupils new to English – increased vocabulary.</p> <p>Language Legends delivered to targeted pupils in Y5/6 – increased language acquisition narrowing gap.</p> <p>Project X reading intervention to increase reading ages and outcomes at end of KS2.</p>	<p>Deliver Racing to English across school</p> <p>Language Legends to be delivered across KS2 to all pupils. Chatterbox to be delivered to EYFS. Talkboost to be delivered to KS1. Provided by LINGO</p> <p>Continue with promotion of models, images and scaffolds in teaching and learning.</p> <p>Project X intervention to be continued. Increase to lower key stage two.</p>	£15,342

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For children to undertake activities to raise their self-esteem and self-confidence and Social, Emotional and Mental Health.	Pastoral Team (including Team Teach training & Thrive training)	<p>Significant small number of pupils with challenging behaviour impacting on teaching and learning.</p> <p>All staff trained in TeamTeach</p> <p>Mindfulness sessions delivered to Y6 pupils; most able to access independently following course.</p>	<p>Establish Thrive Room – need dedicated, purposeful space for pupils to access when appropriate.</p> <p>Continue to Thrive pupils at individual level.</p> <p>Continue to deliver within school</p>	£43,200
For engagement in learning to increase through increased learning opportunities.	Improving home-school communication and home visits	<p>Positive feedback from parents who received support and guidance in their home languages.</p> <p>Safe & Well –being visits carried out with Language Ambassador helped with communication and developing understanding of school attendance.</p>		Inc in costs above