

Pupil premium strategy statement

1. Summary information					
School	Atlas Academy				
Academic Year	2020-21	Total PP budget	£145, 260	Date of most recent PP Review	July 2020
Total number of pupils	259	Number of pupils eligible for PP	108 (42%)	Date for next internal review of this strategy	June 2021

2. Current attainment – no statutory end of key stage assessments took place in 2020 due to Covid19 pandemic		
Data from 2019	Pupils eligible for PP (your school)	Pupils not eligible for PP
% achieving higher standard in reading, writing and maths KS1	0%	0%
% achieving expected standard in reading, writing and maths KS1	11%	23%
% achieving higher standard in reading, writing and maths KS2	0%	0%
% achieving expected standard in reading, writing and maths KS2	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. Priority Areas of Focus (in response to identified barriers for pupils eligible for PP, including high ability)		
School based areas of focus <ul style="list-style-type: none"> Improved language acquisition and vocabulary Gaps in learning addressed Readiness to learn – physically, mentally and emotionally Meeting pupils' social and emotional needs 		
Desired Outcome	Success Criteria	Timeframe of Priority Area
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.	For pupils in receipt of pupil premium: improved GLD outcomes (2021) improved Y1 phonics outcomes from 14% ((test Autumn 2020) improved KS1/2 ARE reading, maths & writing outcomes (2021) improved KS2 writing outcomes at greater depth (2021) increased language development outcomes (Spring 2021)	5 year strategic priority

		Improved outcomes in language and 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 also address misunderstandings.	For pupils in receipt of pupil premium: improved GLD outcomes (2021) improved Y1 phonics outcomes from 14% (test Autumn 2020) improved KS1/2 ARE reading, maths & writing outcomes (2021) increased language development outcomes (Spring 2021) Y4 multiplication tables check (test June 2021) Assessment will show gaps which are addressed; PP pupils will make expected progress.	3 year strategic priority
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.	ongoing
External areas of focus <ul style="list-style-type: none"> Improved attendance and punctuality Support for families Access to resources and enrichment activities that promote engagement and readiness for learning. 			
Desired Outcome		Success Criteria	Timeframe of Priority Area
D.	Improved attendance of disadvantaged pupils	For pupils in receipt of pupil premium: 94% attendance For pupils not in receipt of pupil premium: 96% attendance Number of pupils arriving late will decrease. Attainment of disadvantaged pupils increases.	1 year strategic priority
E.	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.	ongoing
F.	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.	ongoing

4. Planned expenditure

Academic year

2020-2021

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 pupils' language and vocabulary through access to whole school teaching and intervention approaches. (A)	<p>Continuation of intervention programmes: Language Legends (KS2), Talk Boost (KS1) and Chatter Matters (EY), Racing to English (KS1/2)</p> <p>Weekly sessions from speech and language therapist to support language development</p> <p>Phonological awareness intervention programme for KS2 pupils</p> <p>Language Ambassador & Teaching Assistants to deliver interventions</p> <p>Funding of Vocabulary Visits (link to G)</p>	<p>'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></p> <p>Outcomes from language development assessments demonstrate impact of Language Legends programmes but increased need for speech and phonological awareness for some KS2 pupils</p> <p>Outcomes from Bell & Lingo assessments demonstrate need for targeted language and vocabulary support to increase some pupils' English proficiency levels</p>	<p>The school's monitoring and evaluation process will continually assess the impact of teaching on pupil progress.</p> <p>Data analysis will show that pupils' language acquisition is improving.</p> <p>Work scrutiny and observations of pupils learning will show application of new and learned vocabulary.</p>	<p>Lead for Language & Literacy</p> <p>SENCO</p> <p>Vice Principal</p> <p>Language Ambassador</p>	Termly
Attainment across school in reading, writing and maths for age expected increases with the gap narrowing between pupil premium and non-pupil premium pupils. (B)	<p>Assessment for learning will inform 'same day' catch up intervention time and small group teaching</p> <p>Data analysis will inform daily targeted intervention programmes led by teaching assistants</p>	<p>Pupils will have more direct access to bespoke, timely feedback and intervention.</p> <p>More adults mean more pre-planned interventions can take place; smaller groups can make better use of resources available to support learning.</p> <p>Small targeted groups sessions based on Gaps analysis will ensure that pupils</p>	<p>The school's monitoring and evaluation process will continually assess the impact of teaching on pupil progress.</p> <p>Pupil Progress meetings</p> <p>Data analysis to inform precision teaching.</p> <p>Y6 staff to plan and work together</p>	<p>Key Stage Leads</p> <p>Lead for Access & Inclusion</p>	Termly

Attainment at Y6 higher standard for reading and writing increases. (A)		make accelerated progress impacting on overall attainment and progress. Reducing class size is demonstrated by the EEF to show increased progress. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/667690/Social_Mobility_Action_Plan_-_for_printing.pdf	to ensure Quality First Teaching. Triangulation of observation, moderation and Pupil Progress meetings will demonstrate pupil progress towards greater depth standards.		
Improved learning environments in supporting language and communication skills (A)	Updated role-play and reading areas in KS1 Creation of spaces to read, reflect and talk across school	Quality role-play provides children with opportunities to develop their language and cognitive skills https://impact.chartered.college/article/paes-pretend-play-development-language-skills/ How learning environments and physical spaces are presented impact on children's speaking and listening, proprioceptive and cognitive development https://elizabethjarman.com/		Curriculum Leader: Language & Literacy	
Total budgeted cost					£45,705
Proportion of Total Spend					32%
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?
Provide access to food for vulnerable families (F)	Set up Fare Share – weekly food parcels for target families	https://fareshare.org.uk/what-we-do/our-impact/	Parent feedback Pupil feedback Identified priority families to access	Family Liaison Officer	June 2021

<p>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. (E)</p>	<p>Support, advice and information given to families by: Pupil and Family Support Officer Family Engagement Officer Language Ambassador</p>	<p>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.</p> <p>Our Language Ambassador translates key information and works with parents to promote the importance of school attendance.</p>	<p>Increased use of Early Help Assessment; improvements in pupil/family health and well-being evident.</p> <p>Families accessing a range of support services</p>	<p>Pupil and Family Support Officer,</p>	<p>Termly</p>
<p>Promotion of good attendance and punctuality. Robust attendance data tracking & monitoring system used in school. School responds quickly to attendance data. (D)</p>	<p>Attendance Officer</p> <p>Attendance rewards scheme set up</p> <p>Safe & Wellbeing checks made on initial day of absence</p> <p>Bespoke support offered to families</p> <p>Support from EWO</p>	<p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>https://researchschool.org.uk/durington/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>Head of School</p>	<p>Weekly attendance</p> <p>Monthly reviews</p> <p>July 2021</p>
<p>Targeted strategies and approaches for pupils with social, emotional and mental health needs. (C)</p>	<p>Furnish and resource a nurture 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 x3</p>	<p>Nurture rooms provide secure, supportive environments for pupils who need social, emotional and behavioural support. Needs of pupils who struggle to engage in classroom environments can be met through the Thrive approach used in school meaning there is less challenging behaviour impacting on lessons. Screening has demonstrated that the Thrive approach has successfully supported individuals requiring additional support.</p> <p>https://www.sciencedirect.com/science/article/pii/S0190740919309697</p> <p>https://www.nurtureuk.org/sites/default/files/pyle_2015.pdf</p> <p>https://www.thriveapproach.com/</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>Pupil & Families Support Worker</p> <p>Vice Principal</p>	<p>July 2021</p> <p>Monthly School Council meetings</p> <p>Pupil Survey Nov 20</p> <p>Parent Survey Nov 20</p>

Total budgeted cost					£91,836
Proportion of Total Spend					63%
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?
Parental involvement with pupils' language development (A)	Toy Library set up for use with early years' pupils	Toy libraries enable children and families to work together through play based learning with age-appropriate, quality toys, games and resources they may not otherwise have access to. file:///C:/Users/hildreth.v/Downloads/A_Childs_Right_to_Play_The_Social_Construction_of.pdf	Modelled sessions Parents encouraged to share success and experiences through Seesaw	Family Liaison Officer	March 2021
Access to peripatetic lessons for pupils in KS2 (F)	Doncaster Music Services to provide ukulele 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.	Pupil feedback Percentage participation of individual lessons Link to attainment in reading	Music Lead	June 2021
Total budgeted cost					£7,500
Proportion of Total Spend					5%

5. Review of expenditure				
Previous Academic Year		2019-2020 (£128,040)		
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
Improve the vocabulary of disadvantaged and EAL pupils through	Further CPD for language teaching and delivery of intervention programmes	Due to Covid 19 school closure, intervention programmes were not completed. Data does show that pupils' language acquisition is improving.	Continue interventions	£25,880

<p>access to whole school teaching and intervention approaches.</p>	<p>Language Ambassador & Teaching Assistants to deliver interventions</p> <p>Funding of Vocabulary Visits (link to G)</p>	<p>All pupils have benefitted from language intervention programmes. Screening shows that not just PP and/or EAL pupils have language below average expectations.</p> <p>Work scrutiny and observations of pupils learning shows developing application of new and learned vocabulary.</p> <p>Some intended vocabulary visits did not happen during the Covid 19 pandemic school closure.</p>	<p>More regular access to speech and language therapists will enable early identification of pupils in the early years requiring speech and language support.</p> <p>Unlikely to take place 2020-21 due to social distancing requirements.</p>	
<p>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</p>	<p>Introduction of Essentials Curriculum</p>	<p>Essentials curriculum adapted to meet needs of school community. Introduced January 2020. <i>'clear and coherent curriculum'</i> <i>(Challenge Partners Review comment)</i></p> <p>Subscribed to Jigsaw curriculum for PSHE which meets requirements for teaching Relationships from September 2020. <i>"The kids loved our Jigsaw session! They can't wait for the next one"</i> <i>(Staff feedback)</i></p> <p>All staff received training in developing a knowledge based curriculum and all curriculum area leads received training on 'Deep Diving' into the curriculum to support monitoring of impact.</p> <p>Pupil feedback suggested they were enjoying subjects taught. Monitoring evidenced emerging application of vocabulary and new knowledge.</p> <p>Two staff had training on meta-cognition and began to see improvements in pupils' learning strategies.</p>	<p>Knowledge organisers to be established and sent home to support learning and as a method for sharing curriculum content and expectations with parents.</p> <p>Development of subject leaders in monitoring implementation and impact of curriculum.</p> <p>POP (proof of progress tasks) to be developed as well as a tracking system for monitoring pupil progress in all subjects.</p> <p>Meta-cognition training to be delivered to all staff</p>	<p>£4,100</p>
<p>Attainment across school in reading, writing and maths for age expected increases with the gap narrowing between</p>	<p>Assessment for learning will inform additional 'same day' intervention time and small group teaching</p>	<p>No statutory testing took place in 2020 to evidence progress and impact. Internal data shows that 60% of Y1 pupils were on track to achieve phonics; PP pupils in Y1/4/5 were outperforming non-PP in standardised tests.</p>	<p>Focus needs to continue.</p>	<p>£7,379</p>

pupil premium and non-pupil premium pupils.	CPD for teaching of reading All Y2-Y6 pupils access Timestable Rockstars	Established as daily practice which enabled more access to bespoke, timely feedback and intervention. Monitoring evidences an improvement in the quality of teaching phonics and early reading. Letters and Sounds taught consistently taught throughout school. Appropriate phonic stage texts enabled pupils to apply decoding skills. Pupils enjoy this platform and take part in in-house competitions (battles) as an incentive to out-perform one another.		
Attainment at Y6 higher standard for reading and writing increases.	Additional group teaching in Year 6 to provide targeted support to address gaps in learning.	This was cut short due to Covid 19 school closure and no statutory testing took place in 2020 to evidence progress and impact but internal data suggests that the focus group sessions we provided were enabling pupils to make better progress due to the 1:1 time we were giving them and the specific areas of learning (gaps) we focussed on.	<i>"It's much better like this because you get to help us quickly and we can have help to understand how to do this." (Pupil feedback)</i>	£900
Total cost				£40,748.56
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
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.	Support, advice and information given to families by Pupil and Family Support Officer, Family Engagement Officer & Language Ambassador	The school continues to be able to support a number of families and can meet the needs of many families seeking guidance and help. During lockdown daily/weekly contact was made with families to keep in touch and provide support as required. Early Help assessments continue to identify a range of needs; there are a number of families open to Team Around the Child.	Need for continued support Sign up to Foodshare	£41,613

		Families accessing a range of support services.		
Promotion of good attendance and punctuality. Robust attendance data tracking & monitoring system used in school. School responds quickly to attendance data.	Attendance Officer Bespoke support offered to families Support from Intake Academy to ensure robust attendance and data tracking	Astrea Attendance Tracker fully implemented. Regular partnership working with EWO services. Safe & Wellbeing checks made on initial day of absence. Attendance data from September 19-March 20 indicated that we were on track to meet our target. PP attendance was higher than non-PP.	Re-establish Attendance Council Rewards system ('shop') to be set up for pupils with 96% or above attendance. Following the re-opening of schools in September, we are pleased to see that our weekly attendance has been above national average to date.	£22,522
Attending Breakfast Club will lead to improved attendance.	Set up Magic Breakfast PP pupils prioritised	We were unable to get this set up.	Due to Covid19 restrictions within school building, we are unable to set up a Breakfast Club this academic year. Invest in Foodshare.	nil
Targeted strategies and approaches for pupils with social, emotional and mental health needs.	Access to Thrive Room Thrive on-line screening to assess and support pupil need Thrive Licensed Practitioners are kept up-to-date with current scientific developments in neuroscience Additional lunch time supervisors Positive Playground Play CPD Playground Buddies reinstated	Thrive room set up and accessed by pupils. This enabled a decrease in challenging behaviour at lunch and playtimes as individuals were able to access alternative spaces. A small number of pupils with challenging behaviour impacted on teaching and learning. Further support was required from external agencies to support school with individuals. Screening continues to demonstrate that Thrive successfully supports individuals. Managed to employ 2/5 This did not happen as planned due to Covid19 school closure.	Continue Thrive approach and refurbishment of room Re-advertise for x3 lunch time supervisors	£12,014.30
Total cost				£76,149.93

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
Access to peripatetic lessons for all pupils in KS2	Doncaster Music Services to provide Ukulele for all Y3/4 pupils; clarinets and flute for individual Y5/6 pupils	Due to Covid19 school closure, lessons stopped but our pupils look forward to their weekly samba sessions. Those learning percussion are enthusiastic about their learning and look forward to taking part in recitals.	Continue access	£4,000
Increased participation of PP pupils in trips and residential	Families of PP pupils to access subsidiaries for excursions where voluntary contributions are requested.	Due to Covid19 school closure, trips were cancelled.		nil
Total cost				£4,000

6. Additional detail

Attendance record

The Department for Education (DfE) has laid regulations to remove the requirement to report pupils' attendance data for the 2019/20 academic year, in recognition of the impact of coronavirus (COVID-19) on the possible attendance. These regulations will come into force on 9 July 2020.

National curriculum assessments

Following the cancellation of the 2019/20 national curriculum assessments, DfE has laid regulations to remove the requirement to report the outcomes of key stages 1 and 2 tests or teacher assessments in this year's reports. These regulations also remove the requirement to include comparative information about the attainment of pupils of the same age in the school, or nationally, for this year's reports. These regulations will come into force on 9 July 2020.

Due to Covid19 school closure we spent some of our pupil premium funding on home learning packs which were distributed to all pupils during lockdown: £2,803.46

We purchased resources to create a bank of story sacks for use with our early years pupils and their families to support language and literacy development: £1,412.10