

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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
School name	Atlas Academy
Number of pupils in school	277
Proportion (%) of pupil premium eligible pupils	45.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Peter Sturgess
Pupil premium lead	Vashti Hildreth
Governor / Trustee lead	Karen Allen

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,895
Recovery premium funding allocation this academic year	£21,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 196,895

# Part A: Pupil premium strategy plan

## Statement of intent

At Atlas Academy we intend to **diminish the difference for pupils not on track to achieve age related expectations and progress in both English and maths**. We want to **ensure higher rates of progress for all our pupils** and through our pupil premium strategy, we intend to **remove barriers to eliminate the achievement gap between PP and non PP students**.

Access to Quality First Teaching is known to be the highest leverage in improving outcomes for pupils. Therefore, we are committed to ensuring teaching is high quality for all pupils and that interventions are early and effective. Following school closure due to Covid-19, we need to ensure all pupils access quality teaching to close gaps that have been created and this focus is reflected in wider academy plans..

We have also considered the wider issues within our school community that influence underachievement: the area we serve is ranked the most deprived area in Yorkshire (the school is 4<sup>th</sup> most deprived in Doncaster) and 55<sup>th</sup> across Britain. Issues relating to health, crime, unemployment, financial well-being and general living environments are significant within this community and we, at Atlas Academy, are principled to **removing the barriers to achievement that the significant social and economic deprivation of such areas can bring**.

Achieving good attendance in line with national averages is a significant challenge for our school and is a priority for the academy's improvement plan and pupil premium strategy. Too many pupils are persistently absent: the rate of persistent absence has increased and is 41.6% compared to 16% for England state-funded schools.

We recognise that not all Atlas Academy pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore made the decision to reserve the right to allocate the Pupil Premium funding to support pupils or groups of pupils the school has identified as being socially disadvantaged. We have considered outcomes from national research and best practice. We have looked at the Sutton Trust Research and Ofsted case studies and our school data and tracking analyses.

Sometimes there are also aspects unique to individuals and these are taken into account when planning expenditure. They may not be detailed explicitly in our allocation overviews so as to not identify individual pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Some pupils have social and emotional mental health needs: low self-esteem and self-confidence is an issue for many pupils and can impact on academic progress.
2	Low ability and poor communication difficulties on entry; pupils with limited English literacy skills as a high proportion of pupils with English as an Additional Language
3	Situations at home can impact on the school readiness. Pupils can lack access to enrichment activities that promote engagement and readiness for learning.
4	Attendance that is lower for disadvantaged pupils than non-disadvantaged pupils.

## 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) Improve attendance further so that pupils are less likely to fall behind their peers and develop as confident, capable and sociable members of our community.	Overall attendance for the school is brought in line with national averages and that rates of persistent absence for all groups is brought down to no more than 10% as part of a wider safeguarding culture.
2) Improve access to learning for all pupils, particularly those with social and emotional needs so that pupils have the right physical and emotional conditions for learning.	Pupils will be ready to learn and have the necessary support to engage in lessons. There will be fewer incidents of disengagement and challenging behaviour recorded, including exclusions.
3) Close the educational and attendance gaps between pupil premium pupils and non-pupil premium.	Increase % of children working at age related expectations in reading, writing and maths so that our pupils achieve in line with their peers nationally.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £129,235 (66% of budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Pastoral Team members: Attendance Officer; Pupil & Family Engagement Officers to promote good attendance and attitudes to learning.	<p>The quality of teaching has '<i>causal, statistically significant effects on student absences that persist over time.</i>' <i>Gershenson</i></p> <p>Our strategy places attendance as the highest leverage for closing the educational gap: if pupils do not attend, they cannot attain. Our pastoral team are employed to close educational engagement with parents and to work with individuals to value learning.</p> <p><a href="https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/part-one-attendance-in-schools-eti-good-practice-report_0.PDF">https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/part-one-attendance-in-schools-eti-good-practice-report_0.PDF</a></p>	1,2,3
Provide release time for staff to work with Astrea Curriculum Leaders on developing teaching expertise through instructional coaching.	<p>'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.' <i>Slater, Davies, and Burgess (2012), Do Teachers Matter? Measuring the Variation in Teacher Effectiveness in England,</i></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p> <p>We include teaching assistants in our programme of pedagogical CPD.</p>	2
Provide focussed CPD on pedagogical approaches to improve quality and consistency of teaching		
Provide leadership time for the school's Reading Leader to coach staff in the teaching of early reading and ensure regular assessment.	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Leadership release ensures all staff delivering early reading are sufficiently skilled. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. Leadership release to assess pupils regularly ensures pupils move through the programme at an appropriate pace. In 2022 we achieved phonic scores of 75% in line with national and we recognise the role strong leadership by the RWI Lead has had on this by</p>	2

	<p>ensuring high quality teaching and thorough, regular assessment.</p> <p>EEF Phonics +5</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></p>	
<p>Provide leadership time for subject leaders to ensure the school's high quality curriculum meets the needs of all pupils.</p>	<p>Release time ensures leaders have a tight focus on their individual development plans. This time includes high quality CPD, including coaching, from our Central Team, monitoring activities and supporting teachers to implement an ambitious curriculum.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF-Implementation-Recommendations-Poster.pdf?v=1668765084">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF-Implementation-Recommendations-Poster.pdf?v=1668765084</a></p>	2
<p>Ensure consistency in the teaching of early reading by providing RWI &amp; Freshstart training to new staff members</p>	<p>Training ensures that all staff are using consistent approaches to early reading and maths and that they have the necessary subject knowledge and skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2
<p>Ensure consistency in the teaching of maths by providing training to staff</p>		

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

Budgeted cost: £28,898 (15% of budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to specialist Speech &amp; Language therapist for targeted language development support</p>	<p>Due to continued success of the Lingo programme and swift guidance provided around children's speech and language, we are continuing to access additional support again this year.</p> <p>EEF Oral language interventions +6; One to one tuition +5</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	2

<p>TAs to deliver same day intervention: 'Keep up, not catch up'</p> <p>Targeted intervention in maths and reading for Y6 pupils</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Our internal monitoring shows that when formative assessment is most effective, teaching staff identify pupils who will benefit from same day support to ensure full understanding before moving on to a next lesson.</p> <p>EEF Teaching Assistant Intervention +4; Small group tuition +4; One to one tuition +5</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p>	<p>2</p>
--	--	----------

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

Budgeted cost: £45,604 (23% of budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of Pastoral Team members: Pupil &amp; Family Engagement Officers and Breakfast Club staff to support families/pupils' engagement with school.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>EEF Social and emotional learning +4; Parental engagement +4</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Our Breakfast Club started in summer term 2022 and whilst funded by Greggs, the school pays for its staffing. EEF findings show that 'where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club.' +2</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	<p>1</p>
<p>Thrive on-line screening to assess and support pupils' social &amp; emotional needs</p> <p>Thrive Licensed Practitioners are kept up-to-date with current</p>	<p>EEF findings state that 'evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.' At Atlas Academy we follow the Thrive approach to supporting children's</p>	<p>2</p>

scientific developments in neuroscience	<p>social and emotional needs. Our screening has demonstrated that the Thrive approach has successfully supported individuals requiring additional support. EEF findings show that 'being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.' +4</p> <p><a href="https://www.thriveapproach.com">https://www.thriveapproach.com</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
Provide access to food and milk for vulnerable families.	<p>The demand for food parcels within our community increases. We can provide weekly packages to families through our subscription giving them access to fresh produce including meat, fruit and vegetables.</p> <p><a href="https://fareshare.org.uk/what-we-do/our-impact/">https://fareshare.org.uk/what-we-do/our-impact/</a></p>	3
Access to peripatetic lessons for pupils in KS2	<p>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. Our Y3/4 pupils will access weekly ukulele lessons.</p> <p>EEF Arts participation +3</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	1/3
Provide access to high-quality sports provision through a specialist sports coach to help pupils improve social and emotional health through physical activity	<p>We know that being physically active has a positive impact on mental health: the release of endorphins, cortisol and adrenaline impact on stress levels. Additionally, our pupils do not always have access to out of school provision to sports facilities which the coach will provide.</p> <p>EEF Arts participation +3 EEF Physical activity +1</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	1/3
Increased participation of PP pupils in trips and residential	<p>Whilst there is, of course, no obligation for parents to pay, school trips are often a financial burden on many families so to ensure maximum participation we subsidise trips and experiences.</p> <p>We also work with families to understand the impact attending these can have on children's educational and SMSC development as many can be reluctant to allow their children to attend.</p>	3

Increased number of pupils wearing school uniform	Whilst we understand that there is no evidence towards affecting attainment, behaviour or attendance, school uniform ensures our pupils are warm	
---	--	--

**Total budgeted cost: £203,738**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year. Last year, Atlas was allocated £165,435 pupil premium funding.

37% of pupils were eligible for pupil premium funding in the academic year 2021-22.

#### Attendance:

	Overall attendance	Absence	Persistent Absence
All	91.2%	8.8%	41.6%
PP	90.7%	9.3%	44.8%
Non-PP	91.6%	8.4%	39%

#### Attainment:

EYFS: 52% of pupils achieved GLD. 36% of PP pupils achieved GLD (compared to 54% of non-PP).

Y1 Phonics test: 75% (in line with national expectation)

Y2: 28.2% of pupils achieved RWM. 39% of PP pupils achieved RWM (compared to 19% of non-PP)

Y6: 31.4% of pupils achieved RWM. 25% of PP pupils achieved RWM (compared to 40% of non-PP)

Targeted language development support:

Our data shows early years' children have improved communication & language skills following targeted intervention from specialist teaching.

	Autumn	Spring	Summer
Nursery	2 / 26 8%	14 / 26 54 %	18 / 26 69%
Reception 1	2 / 26 8%	11 / 26 42%	12 / 26 46%
Reception 2	9 / 24 37.5%	10 / 24 42%	14 / 24 58%
% of pupils at ARE			

**Wider support:**

Foodshare:

	Autumn	Spring	Summer
KS1/EY	-	26.3%	26.3%
KS2	4.34%	13.04%	26.09%
Whole school	2.77%	19.04%	26.1%
% of families receiving food parcels			
71.43% of PP families receiving food parcels			

Targeted pastoral support funded through our strategy resulted in particular improvements in behaviour at lunch times due to alternative provision. There were increased profile scores for pupils who regularly received Thrive provision by the Pastoral Team. Behaviour incidents were reduced.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Primary Knowledge Curriculum	Knowledge Schools Trust
Literacy Tree & Spelling Seeds	Literacy Tree
Read, Write, Inc/Freshstart	Ruth Miskin
Racing to English	Gordon Ward
Language Legends; Talk Boost; Chatterboxes Speech & Language Therapists	Lingo
Sumdog (mathematics)	Sumdog
Thrive Approach	Thrive

## Further information (optional)

As part of our strategy for improving teaching and learning, in line with our pupil premium strategy intent, as well as whole-school approach, we have a commitment to the following approaches that are funded by Astrea Academy Trust. This includes:

- Implementation of new maths curriculum (ARK): *a new programme developed by ARK that seeks to address educational disadvantage and under-attainment in maths by developing, researching and supporting a mastery approach to mathematics teaching. Drawing on international best practice, particularly from Singapore, it emphasises cumulative mastery of the essential knowledge and skills in mathematics.*
- Implementation of new early reading curriculum: Read Write Inc: *a structured phonics programme developed by Ruth Miskin aiming to get every child reading fast and giving teachers the confidence and skills to deliver high-quality teaching every day. Included in our curriculum is 'Fresh Start', an intervention for older struggling readers to help them catch-up. We will also provide daily one-to-one phonics tutoring to targeted individuals to help those who have fallen behind catch-up.*
- Implementation of new reading curriculum (Literacy Tree): *a progressive curriculum used as a whole-school approach to teach reading and writing through a range of quality texts. The provision of planning sequences and materials ensures teachers are well equipped to deliver a high-quality English curriculum,*
- Support from Astrea Curriculum Leaders in English, maths and the Early Years: *to embed high quality practice in teaching and learning. In addition, Curriculum Leaders will support teachers with subject knowledge and adapting curriculum planning to meet the needs of our pupils.*
- CPD on Leading Teaching Pedagogy and Instructional Coaching: *an approach to developing a whole-school framework and shared vocabulary for effective teaching and learning. Previous work we have started on Rosenshine's Principles will be complemented by Lemov's techniques. The use of instructional coaching will be instrumental in driving improvements and consistent pedagogical approaches to teaching and learning.*
- Access to Lingo (language intervention support): *a service that supports school staff to develop children's spoken language skills, with targeted interventions for speech, language and communication needs.*