

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
Number of pupils in school	Atlas Academy
Proportion (%) of pupil premium eligible pupils	42% (143)
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)	2023-24
Date this statement was published	30/11/23
Date on which it will be reviewed	15/07/24
Statement authorised by	Peter Sturgess
Pupil premium lead	Vashti Hildreth
Governor / Trustee lead	Karen Allen
Number of pupils in school	337

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208,865
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£208,865

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.

Data from health visitor checks in England for 2022-2023 shows that nearly 15% of children aged 24 to 30 months were below the expected level in communication skills, a rise from 11% in 2018. At the age of five, children with speech and language difficulties are six times less likely to achieve expected targets in English, and 11 times less likely to achieve maths targets by the end of primary school. Eight out of 10 children with emotional and behavioural disorders have speech, language and communication needs that have not previously been identified. Therefore, we have committed to ensuring early intervention for speech and language development.

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 4th most deprived in Doncaster) and 55th 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 and we know from research that the pupil characteristics that are more likely to be associated with persistent absence for unauthorised reasons include being eligible for free school meals in the previous year and of being of Gypsy/Roma or Irish traveller ethnicity.

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	Attendance that is lower for disadvantaged pupils than non-disadvantaged pupils.
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. Many pupils have limited vocabulary.
3	Some pupils have limited prior schooling when they start at Atlas Academy, many starting school in KS2. This impacts on their current attainment. Priority is given to improving their phonics, reading, writing and maths.
4	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.
5	Situations at home can impact on the school readiness. Pupils can lack access to enrichment activities that promote engagement and readiness for learning.

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
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.
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.
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: £96,161 (43% 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>https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/part-one-attendance-in-schools-eti-good-practice-report_0.PDF</p>	1, 4, 5
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>https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	2, 3
Provide focussed CPD on pedagogical approaches to improve quality and consistency of teaching	We include teaching assistants in our programme of pedagogical CPD.	
Provide leadership time for the school's Reading Leader to coach staff in the teaching of	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	2, 3

early reading and ensure regular assessment.	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 ensuring high quality teaching and thorough, regular assessment. EEF Phonics +5 https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/	
Ensure consistency in the teaching of early reading by providing RWI & Freshstart training to new staff members	Training ensures that all staff are using consistent approaches to early reading and maths and that they have the necessary subject knowledge and skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3
Ensure consistency in the teaching of maths by providing training to staff		
Provide leadership time for subject leaders to ensure the school's high quality curriculum meets the needs of all pupils.	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. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF-Implementation-Recommendations-Poster.pdf?v=1668765084	2, 3, 5

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

Budgeted cost: £40,815 (18% of budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to specialist Speech & Language therapist for targeted language	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. EEF Oral language interventions +6; One to one tuition +5	2, 3

development support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
TAs to deliver same day intervention: 'Keep up, not catch up'	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. EEF Teaching Assistant Intervention +4; Small group tuition +4; One to one tuition +5	2, 3
Targeted intervention in maths and reading for Y6 pupils	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	

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

Budgeted cost: £85,582 (39% of budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Pastoral Team members: Pupil & Family Engagement Officers and Breakfast Club staff to support families/pupils' engagement with school.	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). EEF Social and emotional learning +4; Parental engagement +4 EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) 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 https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	4, 5

<p>Thrive on-line screening to assess and support pupils' social & emotional needs</p> <p>Thrive Licensed Practitioners are kept up-to-date with current scientific developments in neuroscience</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 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>https://www.thriveapproach.com</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
<p>Provide access to food and milk for vulnerable families.</p>	<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>https://fareshare.org.uk/what-we-do/our-impact/</p>	5
<p>Increased number of pupils wearing school uniform</p>	<p>Whilst we understand that there is no evidence towards affecting attainment, behaviour or attendance, we will provide school uniform and PE kits free of charge for pupil premium children.</p>	1
<p>Access to peripatetic lessons for pupils in KS2</p>	<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, recorder or clarinet lessons. An identified group of Year 5 pupils follow a progression pathway for ukulele.</p> <p>EEF Arts participation +3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	5
<p>Provide access to high-quality sports provision through a</p>	<p>We know that being physically active has a positive impact on mental health: the release of endorphins, cortisol and</p>	4, 5

<p>specialist sports coach to help pupils improve social and emotional health through physical activity</p>	<p>adrenaline impact on stress levels. In addition, 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
<p>Increased participation of PP pupils in trips and residential</p>	<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, ensuring that every Atlas pupil is able to access at least two high quality trips each academic year.</p> <p>Trips and experiences enable pupils to relate to curriculum knowledge and increases vocabulary.</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>	<p>1, 3, 5</p>

Total budgeted cost: £222,558

Part B: Review of the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. Last year, Atlas Acadmey was allocated £196,895 pupil premium funding.

45.8% of pupils were eligible for pupil premium funding in the academic year 2022-23.

Attendance:

	Overall attendance	Absence	Persistent Absence
All 2021-22	91.2%	8.8%	41.6%
All 2022-23	90.1%	9.9%	40.9%
PP 2023-22	90.7%	9.3%	44.8%
PP 2022-23	89%	11.1%	47.9%
Non-PP 2021-22	91.6%	8.4%	39%
Non PP 2022-23	91.6%	8.4%	32.6%

Overall attendance for the school (2022-23) has not been brought in line with national averages. Although the rate of persistent absence for all groups was brought down slightly, it is still a long way off our intended outcome of no more than 10%. The school continues to have a relentless drive to improving attendance and has reviewed its attendance strategy. Home visits on the first day of absence are showing signs of improvement for some pupils/families and a more robust system for raising concerns with parents has been put in place.

Teaching & Learning

The quality of teaching and learning, and the understanding of appropriate primary pedagogy has improved as a result of finely tuned instructional coaching and bespoke internal and external staff CPD. We anticipate that the school will see an increase in attainment across year groups as a result.

Attainment:

Y1 Phonics test: 63% (in line with national expectation)

Y2 Phonics test: 80%

Y2: 13.6% of pupils achieved RWM. 7.7% of PP pupils achieved RWM (compared to 18.2% of non-PP). Reading: 23%; Writing: 22%; Maths: 37%.

Y6: 13% of pupils achieved RWM. 8% of PP pupils achieved RWM (compared to 21% of non-PP). Reading: 27%; Writing: 21%; Maths - 32%

We have not been able to increase % of children working at age related expectations in reading, writing and maths so that our pupils achieve in line with their peers nationally. Our internal data does show that pupils who have attended our school since the early years or KS1 do better at end of KS2.

Wider support:

Foodshare:

Academic year 2022/23		
KS1/EY	15	4.03%
KS2	20	5.78%
Whole School	35	9.41%
Pupil Premium	26	74.29%

Externally provided programmes

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

Programme	Provider
Language Legends; Talk Boost; Chatterboxes Speech & Language Therapists	Lingo
Thrive Approach	Thrive