

Pupil premium strategy statement – Atlas Academy

This statement details our school’s use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	<i>Melisha Trotman</i> , Principal
Pupil premium lead	<i>Melisha Trotman</i> , Principal
Governor / Trustee lead	<i>Kay Godfrey</i> , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£259,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers, particularly as some of these pupils are new to English.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Our disadvantaged pupils arrive below age-related expectations compared to other pupils. Closing the gap remains a challenge, throughout school.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Our disadvantaged pupils arrive below age-related expectations compared to other pupils. Closing the gap remains a challenge, throughout school.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Pupils need support with their home environments and challenges their families may face, as well as being able to manage their own emotional regulation
5	Our attendance data over the last X years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Pupils and their families require support to enable strong attendance habits

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more than the national percentage of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that more than the national percentage of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • improvements in 'motional' assessments or similar
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced and closed • the percentage of all pupils who are persistently absent being below national % and the figure among disadvantaged pupils being no more than their peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£100,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Additional teachers across Key Stage 2 Classes for interventions in phonics and in UKS2 preparation for SATs</p>	<p>W Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils hen used effectively, High Quality Teaching</p>	<p>1, 2, 3,</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1</p>
<p>Continuing training for the delivery of of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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): Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>4</p>

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

Budgeted cost: **£87,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills and are new to English (Flash Academy)</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1

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

Budgeted cost: **£62,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p>	4

the aim of developing our school ethos and improving behaviour across school.	Behaviour interventions Teaching and Learning Toolkit EEF	
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and the role of the attendance officer and wider pastoral team to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £261,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that whilst gaps between disadvantaged and non-disadvantaged pupils were closing in all areas, overall attainment remains low. Plans for next year intend to build on the foundation and upward trajectory from this year to ensure pupils attainment continues to rise.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that our pupils continue to perform less well than their peers nationally, although this gap has closed.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated disadvantaged pupils attend in line with their advantaged peers in the vast majority of cases. Work with key families has had a demonstrable impact in improving their attendance and supporting them with punctuality.

Work on Motional interventions has supported disadvantaged pupils in regulating their emotions with clear changes in their diagnostic outcomes and this has had the impact of reducing behaviour incidents and suspensions. Next year's planned training a trainer in Solihull delivery will help support families more widely.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that improvements in academic outcomes were strong, but from low starting points in previous attainment and outcomes in previous years for comparison. Work on attendance has had a significant impact and this was recognised in our most recent Ofsted inspection. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section

below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Ofsted Inspection (Oct 24)	Ofsted
RWInc development days and OGAT managed funding from the DfE overview showing impact of OGAT spend and PPG spend	Ruth Miskin and OGAT
Maths Mastery work with Gareth Metcalfe consultant	Gareth Metcalfe

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.