



Pupil premium strategy statement – Atlas Community Primary School: 2019-20

1. Summary information					
School	Atlas Community Primary School				
Academic Year	2019-20	Total PP budget	£89,760	Date of most recent PP Review	Due
Total number of pupils	202	Number of pupils eligible for PP	35 (17.3%)	Date for next internal review of this strategy	December 19

2. Current attainment		
(Based on ARE Autumn 1 data)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	51%	
% making progress in reading	51%	
% making progress in writing	54%	
% making progress in maths	62%	

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.	Poor reading skills/lack of exposure to books and experiences – see SDP Priority 2 & 4
B.	Poor oral language skills – see SDP Priority 3
C.	Inconsistencies in teaching and learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance & punctuality, home life situations and safeguarding concerns

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	End of year and end of Key Stage outcomes show a reduction in the gap between disadvantaged and non-disadvantaged pupils in Reading & Writing from those at the end of 2019	Pupil progress meetings show clear tracking of vulnerable groups and further intervention placed in addition to QFT for those children who need it. Pupils' Learning Journey meetings are targeted and parents are invited in regularly to share these.
B.	The curriculum will offer a wide range of opportunities to develop pupils' vocabulary, sentence structure and spoken English through discussion, debate, presentation and performance.	Curriculum offer is broad and balanced with pupils gaining experience and skills in speaking and listening for a variety of purposes.

C.	Teachers identify their own training needs and actively seek out and research ways in which they can further support individual pupils in their class. They respond to the children and find ways to engage and motivate them. Performance management targets reflect this.	Children are highly motivated to develop their knowledge, skills and understanding of key concepts and are afforded the opportunities to make decisions about how they will learn.
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5. Planned expenditure

Academic year	2019-20
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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?
End of year and end of Key Stage outcomes show a reduction in the gap between disadvantaged and non-disadvantaged pupils in Reading & Writing from those at the end of 2019	<p>Investment in whole class texts – pupils have their own copy to work in and keep. (£5000)</p> <p>Further develop the range of texts within classrooms and the school library. (£5000)</p> <p>Rewards for reading regularly at home – trips to Waterstones to choose a book for at home. (£1200)</p>	<p>Research within the last year around teaching strategies – whole class novels used particularly to delve into the explicit teaching of specific reading skills and building upon these.</p> <p>To develop a love of reading – pupils are not reading whole texts (KS2) often enough at home.</p> <p>To develop oracy strategies/drama within the English curriculum – if pupils are invested in the text and the characters, the skills required to discuss, debate and perform will be used more naturally within the curriculum.</p>	<p>All teachers to receive support with planning around their text.</p> <p>All staff to receive training on the explicit teaching of reading skills.</p> <p>LS/BA to provide a clear breakdown of expectations for what MUST be explicitly taught in terms of reading and writing skills within each year group.</p> <p>LS/BA to support teachers with the delivery of Reading lessons where needed.</p>	LS/BA	Fortnightly monitoring. Learning Journey meetings, PPR meetings

	Investment in a wider range of levelled reading books – particularly for younger children. (£4000)	We have a large number of colour banded books however they are not motivating our pupils to want to read them. We currently have too many phonics-based reading books and, with a focus on comprehension, we need to balance this with other types of texts and stories for the children to develop enjoyment in reading from an early age.	LS to model the use of a range of levelled books within classrooms and ensure all classes are well equipped. Staff training - revisit 1:1 reading and strategies for the teaching of 'how' to use reading strategies. Parent workshops – work with parents to teach them how to develop their child's reading at home.		Autumn term 1 – deliver training and parent workshops Fortnightly checks of reading files and assessments, SLT to read with children to QA levels.
The curriculum will offer a wide range of opportunities to develop pupils' vocabulary, sentence structure and spoken English through discussion, debate, presentation and performance.	Drama /Art specialists in school – use of drama to bring the texts/curriculum content alive and create context for pupils. (£5,500) After school clubs – external provider – performing arts – improve confidence in speaking aloud (£2000) Revised curriculum for Yrs 1-6 to ensure clear progression of knowledge and skills so that children know, remember and understand what they have been taught – consultants, LA advisor and SLE time (£6000) Resources matched with new curriculum content (£2500) ArtsMark Award (£500) PY release time (£1000)	Pupils have a very narrow experience in terms of speaking for different purposes, which impacts on their confidence as well as their reading and writing. Drama, public speaking and performance is not within their general experience outside of school, so in order to improve skills in this area we need to provide more opportunities in school. Consultant (CC) to work with SLT in order to ensure a clear and progressive curriculum – development days, review days throughout the year (£3000) SLE to work with KS1 & KS2 teachers to develop the use of quality provision for self-regulated learning (£2500)	Staff training – drama and arts specialist teachers in school Staff training – consultant (SS) to work with staff team to build growth mindset ethos throughout the whole curriculum offer (£1800) Consultant (CC) to work with SLT in order to ensure a clear and progressive curriculum – development days, review days throughout the year (£2000) LA advisor (RL) time (£1500)		Regular monitoring by SLT & Curriculum Lead (fortnightly)
Total budgeted cost					£35,200

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?
Phonics catch-up sessions for all pupils Y2-6 who have gaps in decoding skills	<p>Assembly time, 3 x 30 mins per week, targeted groups</p> <p>All groups to have adequate resources for this intervention (£300)</p> <p>Staff training (£500)</p> <p>'Take it home' kits – phonics/word games for families to borrow and use at home (£1500)</p>	<p>Many of our pupils do not continue to build on the basic decoding skills needed for reading throughout KS2, and their overall reading is stilted because of this. Speed and fluency were factors in low Reading outcomes at KS2 in 2019 – if pupils secure these basic skills sooner, along with daily reading lessons, this should improve.</p> <p>Encourage families to support the development of reading through relaxed and fun activities at home; not through workbook/worksheet approach.</p>	<p>Staff training, clear targets for groups, well-resourced and organised timetables and teaching spaces</p> <p>Reassess all pupils who did not pass the phonics screening test at Y1 to define the needs of specific groups.</p> <p>Model the use of the kits with families in open library sessions prior to lending. Ensure that each kit is returned in full to be used again and have a variety to borrow.</p>	LS	Monitoring – observe phonics sessions weekly in the first instance, then review as necessary.
PP pupils have equal opportunities to read a wide range of books at home	<p>Local library visits + parents (PP additional visits with parents, ensure they have library access and membership) (additional staffing costs for visits - £1500)</p> <p>Open library session after school – 2 per week. Parents invited into the school library to choose books with their child, listen to stories, play games (staffing £2000)</p> <p>'Take it home' learning bags – STEM, Reading, games (£3000)</p>	<p>Many of our pupils do not own their own range of books at home, nor do they access the local library and borrow/read from there.</p> <p>Raise parental awareness of the resources which are freely available to them.</p>	<p>Visit plans, risk assessments, correct staffing ratios, clear rationale for staff who attend when speaking with parents to promote 'buy in' to the service.</p>	BA	Review after first class visit – parental take up?
Total budgeted cost					£6500

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?
All pupils have the opportunity to experience a range of extra-curricular activities in addition to a broad and balanced curriculum.	<p>PP funded after-school clubs for all PP children and siblings (£5,453)</p> <p>Access to peripatetic music teaching – subsidised for PP pupils (£3,500)</p> <p>Whole class singing tuition – music service (£1500)</p> <p>Whole class Ukulele/Bamboo Tamboo Percussion set hire (£3000)</p> <p>Artist in school – galleries and collaborative projects throughout the year (£3000)</p> <p>Subsidised educational visits for PP pupils (£10,000)</p>	<p>Lack of other experiences for pupils beyond school/mosque</p> <p>Enhance pupils' creativity in order to express themselves</p> <p>Develop specific skills which pupils may have been unaware that they possessed – celebrate all achievements</p>	<p>Promote take up with pupils and parents</p> <p>Promote through performances/parents in school</p> <p>Continue to ask the pupils what they would like in terms of after school provision</p>	PY	End Aut 1 – review take up and offer
All pupils have the appropriate uniform and equipment needed for school	<p>PP funded uniform vouchers £1,482</p> <p>Book bags £285</p> <p>Water bottles £171</p> <p>Spare underwear/socks/PE/uniform/shoes items for spares (£1150)</p>	Pupils sometimes need spare clothes/shoes – these need to be available so that this doesn't form any barrier to learning, being comfortable and feeling confident	Continue to monitor the need and re-stock	LS/JS/LW	Ongoing
All pupils have adequate provisions in order to be clean and fed	Atlas Food Bank – food bank based in school for families who may need it throughout the year (£1200)	We have several vulnerable families who at times need extra support but find it difficult to access the main food bank. They deliver to our school but often we need items immediately.	Continue to monitor the need and re-stock	LS/JS/LW	Ongoing
All pupils have access to emotional support and wellbeing	<p>Step2 Counsellor in school, one day per week (£9000)</p> <p>'Zen Den' provision – develop a calm space for counselling, talk time, circle times and when pupils need to self-regulate (£6000)</p>	There are several pupils in school with SEMH needs and who are currently on lengthy waiting lists for additional support.	<p>Review with Step2 provider and parents after first 6 weeks – speak with CT – how is this affecting the pupil?</p> <p>Ensure the space is safe</p> <p>Monitor how pupils respond to the provision and adapt where needed</p>	LS/BA	Review end Aut 1

Total budgeted cost					£44,741

6. Review of expenditure

Previous Academic Year		2018-19	Total funding: £89,760	
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 (and whether you will continue with this approach)	Cost
Teachers have a far clearer view of assessment for every child, and can track progress so that teaching is targeted to the individual needs of pupils	Non-renewal of SPTO system; replace with additional training and moderation sessions and the implementation of Assertive Mentoring system for Maths and English Assertive Mentoring package £900	SC: A clear view of pupils' accurate assessment data means that pupil progress data tracking and target setting is more accurate, ensuring that pupils do not fall behind and teachers ensure that action is quickly taken to meet the needs of each pupil. Impact: All pupils now have clear, defined targets which are directly based on their assessment. All pupils can confidently talk about their own learning journey and know what they need to do in order to improve.	The Assertive Mentoring approach has ensured that pupils are now involved in their own assessment and target setting, which means that this has had a positive impact on staff workload – the reviews are carried out with the pupils rather than in the teacher's 'own time', and any collating of data is meaningful and has a purpose rather than completing a computerised grid with less relevance. This has not yet shown the impact on PP pupils specifically, but teachers are far more knowledgeable about where pupils have gaps within their learning and how to approach this.	£900
Teachers are confident in the delivery of their curriculum and know how to differentiate to individual need whilst maintaining high expectations for all children	Maths Mastery programme Sharon Day Maths Consultant £2500 Joint PPA sessions with a senior leader (costed cover)	SC: Teachers are responsive through robust assessment and a deeper knowledge of what motivates each child. They are able to diagnose what need to be taught next whilst continually revisiting basic skills. Impact: Teachers are more confident in the teaching of maths. Disadvantaged and lower attaining pupils are afforded the same learning opportunities as their peers and are not grouped	Working with Sharon Day enabled teachers to develop their confidence in the teaching of maths using models, images, and manipulatives. This led on really well to the work that the Maths Lead has undertaken as part of the Maths Mastery TRG. The Maths Lead has recently been accepted to train in the coming year as a Mastery Specialist, which will only strengthen the teaching of maths across our school as she further develops her knowledge.	£2500

<p>Raised expectations for ALL children by ALL stakeholders</p> <p>A clear drive to improve the standards of oral language throughout school in order to provide greater foundations for learning</p>	<p>Maths Mastery Hub – LK & EH to attend TRGs and training days in order to develop a mastery approach to the teaching of mathematics so that children in vulnerable groups do not have a ceiling of low expectations placed upon them</p> <p>Oracy Hub partnership training (CUREE, Birth to 19) Dialogic Talk additional resources/CPD</p> <p>Makaton YR £140</p>	<p>SC: To deepen knowledge and understanding of all subjects beyond the SATs tests and throughout all year groups so that all pupils can make progress.</p> <p>To enable all pupils to make progress in their use of oral language.</p> <p>Impact: Monitoring (internal and external – Richard Lait) shows a significant improvement in maths books and the way in which pupils can demonstrate and talk about their learning. This is particularly strong in KS1 and lower KS2, and less so in Yrs 5/6 where misconceptions have not been addressed in their previous learning.</p>	<p>This is an area in which we need to develop further. Whilst some teachers attended training hubs, others who didn't were unable to show as much progress. Whilst teachers are continuing to develop their oracy strategies, the support staff still need a lot of training and this is where the inconsistencies lie. This needs to be addressed in further targeted training in the coming year.</p> <p>See above – to continue the work that we embarked upon through this partnership and develop further consistency throughout all levels of our school.</p> <p>The teacher who attended the Makaton training has gone on secondment to another school; we do have a trained teacher still in school the impact of sending a teacher this year has not been seen.</p>	<p>Total £30,733</p>
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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 (and whether you will continue with this approach)	Cost
<p>All pupils are provided with a healthy breakfast and are in school on time</p>	<p>PP funded breakfast club places for all PP children and siblings £5,557.50</p>	<p>SC: More PP pupils attend breakfast club, ensuring that they are in school on time and have eaten before school.</p> <p>Impact: increased attendance in breakfast club and pupils are in class sooner, working on their targets in the morning session. Several pupils' punctuality is significantly improved.</p>	<p>Increased numbers attending has an impact on the number of staff running the club and this has proved difficult given staffing restraints. Grants such as the Magic Breakfast have been applied for (on the waiting list). Consider other outside options – currently liaising with Morrisons volunteer scheme.</p>	<p>£5,557.50</p>
<p>Improved opportunities in wider curriculum areas for all</p>	<p>Subsidised educational visits and enrichment activities £10,000</p>	<p>SC: PP pupils are afforded the same opportunities as their peers.</p> <p>Impact: PP pupils accessed all available visits, however parental reluctance still means that many pupils do not access the opportunities that are offered to them.</p>	<p>Much still needs to be done within our community of parents and families to increase participation in visits; particularly those that are further afield.</p> <p>Invest in parental engagement within 2019-20</p>	<p>£10,000</p>

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
All pupils have the opportunity to experience a range of extra-curricular activities	<p>PP funded after-school clubs for all PP children and siblings £4,453</p> <p>Access to peripatetic music teaching – subsidised for PP pupils £3,500</p>	<p>SC: More PP pupils attend after school clubs and actively engage in suggesting the clubs that they would like to participate in.</p> <p>Impact: increased attendance at after school clubs, however many pupils still not accessing these due to time constraints between leaving school and attending mosque.</p> <p>SC: More PP pupils learn to play an instrument and engage in musical activity.</p> <p>Impact: increased interest in music, pupils asking for other instruments for next year.</p>	<p>Continue to consult with parents and pupils about after-school provision. Offer lunchtime clubs where possible next year so that those who cannot stay after school can access additional opportunities.</p> <p>Pupils report that they 'never thought they would play anything'. whole class instruments are a good introduction for those who are interested – e.g whole class ukuleles have led to small group guitar offer. Continue to work with the music service to provide a range of opportunities</p>	£7,953
All pupils have the appropriate uniform and equipment needed for school	<p>PP funded uniform vouchers £1,482</p> <p>Book bags £285</p> <p>Water bottles £171</p>	<p>SC: Every child is fully dressed and equipped for their school day, every day.</p> <p>Impact: improved learning behaviours and behaviour around school.</p>	All staff must be consistent and robust when it comes to uniform/accessories, whilst being sensitive – as a school we would always help where we can.	£1,938

7. Additional detail

- Some priorities shifted throughout the year; for example the need for the Atlas Food Bank was more at different times of the year
- Within the funding for visits – equipment/clothing had to be taken into account e.g if PPpupils did not have the required equipment then we would subsidise that
- Incidental costs throughout the year – e.g PP pupil struggling with attendance – relevant engaging objects for her 'come to school box' to encourage staying in school daily, shoes for pupils who have grown out of them or where footwear was not adequate.
- In the coming year we will continue to be flexible around these issues as we anticipate that they will continue to arise.