

Pupil premium strategy statement – Atlas Community Primary School: 2018-19

1. Summary information					
School	Atlas Community Primary School				
Academic Year	2018-19	Total PP budget	£89,760	Date of most recent PP Review	Due this year
Total number of pupils	203	Number of pupils eligible for PP	57 (28%)	Date for next internal review of this strategy	December 18

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	44%	54%
% making progress in reading	44%	58%
% making progress in writing	58%	63%
% making progress in maths	63%	67%

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 oral language skills – see SIP Priority 2 to develop oracy skills through all subjects
B.	Poor fine and gross motor skills which have not been identified or addressed sooner
C.	CPD for teachers and support staff to identify need, assess accurately and teach responsively in order to ensure progress
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 from those at the end of 2017	Pupil progress meetings show clear tracking of vulnerable groups and further intervention placed in addition to QFT for those children who need it.
B.	Teaching strategies and the learning environment will reflect the needs of individual children. Groupings will be flexible according to the needs of the children and teaching will hone in on their targets in order to ensure progress.	Classroom observations, monitoring of books will support this. Pupil progress data and Assertive Mentoring meetings will show specific regard to the vulnerable groups within each cohort with clear targeted support in place as a result. All children make good progress from their individual starting points.

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.	Children further develop a love of learning – this will reflect in a reduction of low-level behaviour logs and increased engagement, leading to increased pupil progress.
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5. Planned expenditure

Academic year	2018-19
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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?
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	<p>Non-renewal of SPTO system; replace with additional training and moderation sessions and the implementation of Assertive Mentoring system for Maths and English</p> <p>Assertive Mentoring package £900</p> <p>Time from KW £10,693</p>	<p>Outcomes 2018 – EY, KS1, KS2</p> <p>In the year 2017-18 it became clear that the SPTO system in school was not enabling teachers to develop their own judgements and skills in terms of assessing learning accurately enough.</p> <p>After researching several avenues, the Assertive Mentoring system will provide teachers with a child-centred approach and clear starting points in order to set challenging targets and track the pupils' progress against these regularly. It will also mean that teachers are consistently measuring the progress and attainment of ALL groups of children so that the gap between non-disadvantaged and disadvantaged pupils begins to narrow.</p>	<p>Implement the system alongside specific training (led by KW, Westbourne Primary) and ensure that subject leaders are secure in their understanding in order to support others.</p> <p>JS (AHT) to assume the role of assessment lead in the absence of BA so time spent with KW is vital.</p> <p>KW to shadow the first round of pupil-teacher target meetings to model good practice.</p> <p>PPR meetings – teachers will be able to discuss planned strategies and progress for groups so far alongside a wider range of evidence</p> <p>Pupil progress data</p>	LS, JS	December 2018 Half-termly Ongoing through joint planning meetings with teachers

Total budgeted cost					£30,733
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?
Improved outcomes for vulnerable groups in Reading, Writing & Mathematics	<p>Funded additional tuition sessions for Years 2, 5 & 6 for children in receipt of PPG and those who are vulnerable £4,500</p> <p>TLP morning support for all KS2 classes and full time support for KS1 & EY TLP % £15,000</p> <p>SD student to provide additional teaching capacity for additional Intervention £10,000</p> <p>SENCo delivery of Gross Motor BiB screening and 10 week Madeleine Portwood sessions for identified children</p>	Outcomes 2018 – widened gap between non-disadvantaged and disadvantaged Poor predicted outcomes for the current Year 6 cohort (based on FFT 50)	<p>Monitoring and tracking of progress over the period of delivery</p> <p>Ensure that, through pupil progress reviews, support is correctly targeted by need and is flexible.</p> <p>CPD for all staff so that TLPs and teachers each have the appropriate strategies to support progress.</p>	LS/AK	Half termly through PPR meetings
Improved opportunities in wider curriculum areas for all	Subsidised educational visits and enrichment activities £10,000	Pupils have a limited experience and this needs to be given to all pupils so that they have equal opportunities to develop their wider knowledge, understanding and vocabulary.	Outcomes, pupil wellbeing	LS/JS	Yearly
Total budgeted cost					£39,500
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 are provided with a healthy breakfast and are in school on time	PP funded breakfast club places for all PP children and siblings £5,557.50	Trends in 2017-18 showed a direct correlation between the children who are in receipt of PPG and those who were consistently late for school.	Monitoring of uptake for PP pupils Meetings with parents Target those PP children who are often late to school and support the family in getting the child in early	JS, HK	Continually
All pupils have the opportunity to experience a range of extra-curricular activities	PP funded after-school clubs for all PP children and siblings £4,453 Access to peripatetic music teaching – subsidised for PP pupils £3,500	Clubs in 2017-18 were attended by a large majority of non-PPG children, many of whom have access to other out-of-school activities.	Monitoring of uptake for PP pupils Meetings with parents Review of club registers and through targeted support	JS, HK	Half-termly
All pupils have the appropriate uniform and equipment needed for school	PP funded uniform vouchers £1,482 Book bags £285 Water bottles £171	A growing number of families who are struggling to pay for school items	Regularly check with teachers if pupils are appropriately dressed and equipped for school	YP	Termly/as and when they arrive or become eligible
All families in need of additional support can access basic supplies from our on-site food/clothing bank	Continually replenish the stock for our food/basic supplies bank in school £500	A growing number of families who are struggling to meet basic needs	Monitor uptake Monitor attendance/health of the pupils from these families and continually revisit	YP	Weekly/fortnightly
Parents have access to support with their children's education, health and wellbeing needs	Parent workshops, sessions in school, home visits £500 Maths/Stem kits to take home to work on parent & child £1000 Books to be awarded for children who make good progress from their starting points in Reading £2,079 Mental Health First Aid training/Champion training £500	A growing number of families who are struggling to meet basic needs and who want to learn how to support their children's learning at home Children are eager to read at home and are showing a keen interest in books An increasing number of concerns about pupils who are struggling with low self-esteem, low moods and anxiety (the majority of whom are PP pupils) We must be able to support these pupils well in order to support them in their learning	Plan specific sessions for year groups but also revisit sessions specifically for those who are vulnerable and whose parents need additional support with what to do Monitor the frequency – does reading progress accelerate? Monitor through pupil records	LS, JS, LK, JR	Half termly
Total budgeted cost					£19,527

6. Review of expenditure

Previous Academic Year	2017-18	Total funding: £99,460		
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
A more integrated approach to the curriculum leads to a greater focus on independent learning.	Redesign of the school layout and classroom environments (incl. some structural change) Resources Training	We saw the impact in terms of the shift in culture, teaching strategies and development of learning behaviours (PSHE) Significant improvements in terms of behaviour – particularly for boys, as they became more engaged in their learning, which led to a reduction in disruptive behaviour.	The huge shift in the school's culture took precedence, and the impact cannot yet be seen in terms of data, however the children are highly motivated and the love of reading and learning has significantly improved. Children read regularly at home now and show a motivated attitude to learning. Developmental reviews and external monitoring visits agree that this is the right direction for the school in order to see impact on outcomes, but agree that this will not happen overnight. The next step needs to be a more targeted approach to the development of specific learning across the school.	£10,000
More children actively engaged in reading both in and out of school.	New books for the new school library and a secure lending system (Junior Librarian) Reward system – trips to Waterstones to choose new books	A greater emphasis on reading for pleasure – this has seen a significant impact. More children are eager to talk about their reading because they have a wider choice	The reward system is working in terms of engaging the children and families in reading at home. Data shows that Reading continues to be a priority area throughout school and so investment still needs to be made into the training and development of staff in order to use these resources in the best possible way in order to see the impact on outcomes.	£25,000
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
All PP pupils have the access to the same curriculum and opportunities as their peers: A wider range of educational experiences and visits for all	Subsidised visits	Broadening the wider experiences for all children. This meant that PP pupils could access visits and residential throughout the school year.	To continue	£10,500

Improved outcomes against initial predictions at KS2	After school booster clubs	Increased % from initial predictions for KS2 outcomes in Maths, R, W and GPS separately, however the % achieving combined was disappointing with some children missing out due to 1 or 2 marks missing in Reading	Further investment into the teaching day for UKS2 is needed, along with added booster sessions in the Spring term and throughout Easter hols. More accurate tracking of children in terms of combined – more time and investment needs to be spent on looking at the assessment systems in school.	£10,000
Targeted support for PP pupils in class and a fully inclusive offer	TA support % time	L3 TA support into Yr 6 to ensure that pupils receive whole class teaching and additional support where needed. (See above)	To continue - but in line with the recent staffing restructure.	£31,460

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 are fully and appropriately equipped for the school day	Spare uniform and equipment for PP eligible children	This also enabled us to provide things like shoes – where children have incorrect sizes or broken shoes, and spare clothes for any toileting accidents/PE/Swimming	This meant that no child was unable to participate in any activity because of inappropriate clothing/equipment – to continue	£1000
All PP pupils have the access to the same curriculum and opportunities as their peers: A wider range of extra-curricular activities for all pupils	Subsidised Breakfast/after-school clubs for PP eligible children	A wider uptake of extra-curricular activities	To continue	£7000

7. Additional detail