



**ATLAS**  
COMMUNITY PRIMARY  
**SCHOOL**

# Pupil Premium Strategy Statement

2020 – 2021

## School overview

Metric	Data
School name	Atlas Community Primary School
Pupils in school	201
Proportion of disadvantaged pupils	49 pupils/24.3%
Pupil premium allocation this academic year	£89,760
Covid-19 Catch up premium	£16,000
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	July 2021 (Interim review February 2021)
Statement authorised by	Lisa Simpson
Pupil premium lead	Lisa Simpson

## Disadvantaged pupil progress scores for 2019\*

\*There are no results from 2020 due to Covid-19

Measure	Score
Reading	
Writing	
Maths	

Measure	Score
Meeting expected standard at KS2	
Achieving high standard at KS2	

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	KS2 Pupils to achieve FFT targets set in September 2020.	July 2021
Progress in Writing		
Progress in Mathematics		
Phonics	School to reach national expectations at Year 1 and Year 2.	July 2021
Other	Improve attendance of disadvantaged pupils to school target of 96%	July 2021

## Teaching priorities for current academic year

Measure	Activity
<p>Priority 1 - Improve end of KS2 results so that pupils meet end of year targets</p>	<p>Maths Lead to complete training as a Mastery Specialist for the West Yorkshire Maths Hub. Additional time allocated to carry out specialist training sessions with our own staff in school</p> <p>TLR3 for implementation of schemes of work for Writing &amp; Reading in KS2. Focus on a consistent strategy for the teaching of writing, building on the use of T4W in EY/KS1, and the development of teaching to specific reading skills across KS2.</p> <p>New Reading scheme books for KS2.</p> <p>Class novel sets per unit for the children to use and keep their own copy of each book to build up a 'personal library'</p> <p>Continue to update curriculum and subject based books in KS2 so that reading resources are high-quality and matched to pupils' needs</p>
<p>Priority 2 - Pupils in Year 1 and Year 2 meet the expected standard in phonics</p>	<p>Training with Burley Woodhead English Hub – all staff. Follow-up training for all.</p> <p>Consistent phonics resources in all classrooms.</p> <p>Phonics-matched reading books to ensure group reading sessions and home reading is appropriate to the child's phonics phase.</p> <p>Continue to re-visit staff training with all staff.</p> <p>Continue to update curriculum and subject based books in EY/KS1 so that reading resources are high-quality and matched to pupils' needs</p>
<p>What barriers to learning do these two priorities address?</p>	<p>Parental support/home learning links - as no in-school workshops can take place we aim to keep our parents engaged and involved virtually.</p> <p>Pupil confidence post-lockdown and consistency throughout the school in terms of teaching strategies</p> <p>Lower standards in reading at KS2 (2019) – the school continues to develop the reading curriculum and these priorities will build upon what has already taken place, keeping the momentum going post-covid due to missed learning.</p>
<p>Projected spending</p>	<p>£46,100</p>

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

### Targeted academic support for current academic year

Measure	Activity
Priority 1 - Improve attendance of disadvantaged pupils to school target of 96%	LA Attendance Officer (x2 hours per week) to support families to ensure that children are in school whenever they can be. Where children cannot be in school (e.g isolating) ensure that children receive appropriate home learning and support to ensure a swift transition back into school (e.g food boxes, learning resources, regular contact)
Priority 2 – Ensure continued opportunities for a broad and rich curriculum in school, whilst providing targeted support in school and for home learning	Continue to develop the broader curriculum so that all children continue to have a rich and varied education at all times – art specialist in school, music hub sessions, curriculum support Home-learning videos for parents, modelling the teaching of phonics and reading these books at home. Continual phonics assessment and group reading based on phonic phases, building our books and resources by need throughout the year External/internal/virtual visitors and visits to support curriculum content
What barriers to learning do these two priorities address?	Address missed learning time due to Covid-19
Projected spending	£18,000

### Wider strategies for current academic year

Measure	Activity
Priority 1 – to ensure that all pupils are supported pastorally and economically in order to access learning	NSBP secured until March 2021, supplementary items bought to enable each bubble to have breakfast in classrooms. Provide additional support with food/taxi costs/clothing where needed for families who are struggling as a result of losing work throughout the pandemic.
Priority 2 – to support the emotional wellbeing of pupils	Support from specialist services e.g. cognition and learning, behaviour support. Step2 Counselling service – 1 day per week OneGoal Mental Health Champion programme for children

	ScrapSheds – introduction of scrap sheds in the KS1 and KS2 playgrounds to encourage cooperation, special awareness and imaginative play. Training provided for all staff.
What barriers to learning do these two priorities address?	Family circumstances arising post lockdown Pupil hunger and poverty Pupil anxiety/trauma Pupil resilience
Projected spending	£25,660

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days, directed time, and team-teaching or cover provided by all members of SLT where needed
Targeted support	Ensuring there is enough planned time with support staff to evaluate and plan future sessions ( largely focused on same day interventions and how to track and assess in order to see rapid progress) without disrupting staffing levels and children’s learning	Training and evaluation to take place during the day in staggered sessions to avoid disruption
Wider strategies	Covid-19 affecting attendance at school and reduced opportunity to meet parents.	Meet with parents virtually as needed. SLT on gates to meet and greet and directly communicate with parents. Teachers continue to call homes. Continue to work with families as situation develops drawing on local and national guidance.

## Review: last year’s aims and outcomes

Due to Covid-19 there were no end of year assessments.