



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 2020

*There are no results from 2021 due to Covid-19

Measure	Score
Meeting expected standard at KS2	
Achieving high standard at KS2	
Measure	Score
Reading	
Writing	
Maths	

Strategy aims for disadvantaged pupils

Aim	Target	Target date	REVIEW
Progress in Reading	KS2 Pupils to achieve FFT targets set in September 2020.	July 2021	No data for 2021
Progress in Writing			
Progress in Mathematics			
Phonics	School to reach national expectations at Year 1 and Year 2.	July 2021	No data for 2021
Other	Improve attendance of disadvantaged pupils to school target of 96%	July 2021	Impacted by Covid 19 and pupils stuck in red list countries

Teaching priorities for current academic year

Measure	Activity	Review
<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 & 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>Maths lead completed Mastery Specialist training and worked closely with all teachers in school throughout the year. Maths provision across the school shows marked improvement (see recent Dol notes) and pupils are confidently articulating their learning. Clear progression across the school.</p> <p>English lead engaged in team planning with all teachers, leading to greater consistency across the school. T4W strategies are embedded.</p> <p>Pupils accessing appropriate reading books matched to their reading ability across the school.</p> <p>High quality texts accessed by every class, used within targeted reading lessons with a clear focus.</p> <p>Pupils' work shows the raised expectations of teachers and the impact of targeted teaching is evident in the progress made by pupils.</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>All staff received training and follow up sessions.</p> <p>All classrooms have the same resources for the teaching of phonics which follow the same teaching pattern across EY/KS1.</p> <p>Home reading books bought and are matched to phonics ability.</p>

	Continue to update curriculum and subject based books in EY/KS1 so that reading resources are high-quality and matched to pupils' needs	Remote teaching of phonics continued in the same routine as in class. September phonics checks show very little slippage in terms of children's phonic knowledge. Parental work around phonics and early reading was difficult due to not being able to invite parents into school – this is a key priority for 2021-22
What barriers to learning do these two priorities address?	Parental support/home learning links - as no in-school workshops can take place we aim to keep our parents engaged and involved virtually. Pupil confidence post-lockdown and consistency throughout the school in terms of teaching strategies 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.	
Projected spending	£46,100	

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	Review
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	Attendance was very difficult to manage due to continued misconceptions and legitimate fears from

	<p>children are in school whenever they can be.</p> <p>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)</p>	<p>parents around the Covid-19 pandemic.</p> <p>The school supported families in accessing testing (booking/registering/posting) in order to get children back into school as soon as possible.</p> <p>Some families travelled to Pakistan throughout the pandemic and then could not get home as the country was on the red list – this meant that the school’s attendance figures dropped and the % persistent absentees increased. Taking out the data for these specific pupils leaves the school’s attendance at 96.6%, showing that attendance was managed well despite the challenging circumstances.</p>
<p>Priority 2 – Ensure continued opportunities for a broad and rich curriculum in school, whilst providing targeted support in school and for home learning</p>	<p>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</p> <p>Home-learning videos for parents, modelling the teaching of phonics and reading these books at home.</p> <p>Continual phonics assessment and group reading based on phonic phases, building our books and resources by need throughout the year</p> <p>External/internal/virtual visitors and visits to support curriculum content</p>	<p>Curriculum plans are all in place, with specific unit plans for all year groups detailing the clear start and end points of each unit of learning.</p> <p>Additional instrumental music lessons were provided via zoom.</p> <p>Art/music/yoga/forest school sessions continues whenever the school was open</p> <p>Additional visitors were accessed online, e.g a visit from an explorer, a working scientist and an archaeologist to name a few.</p> <p>This was limited due to restraints around school visits and visitors – this is a key area for 2021-22</p>
<p>What barriers to learning do these two priorities address?</p>	<p>Address missed learning time due to Covid-19</p>	

Projected spending	£18,000	

Wider strategies for current academic year

Measure	Activity	Review
Priority 1 – to ensure that all pupils are supported pastorally and economically in order to access learning	<p>NSBP secured until March 2021, supplementary items bought to enable each bubble to have breakfast in classrooms.</p> <p>Provide additional support with food/taxi costs/clothing where needed for families who are struggling as a result of losing work throughout the pandemic.</p> <p>Support from specialist services e.g. cognition and learning, behaviour support.</p> <p>Step2 Counselling service – 1 day per week</p> <p>OneGoal Mental Health Champion programme for children</p> <p>ScrapSheds – introduction of scrap sheds in the KS1 and KS2 playgrounds to encourage cooperation, special awareness and imaginative play.</p>	<p>NSBP provision has extended for the year 2021-22 and breakfast will remain available in classrooms as it worked well for many of our pupils without causing any disruption or singling anyone out. It will continue to be part of our daily routine.</p> <p>Support with school transport had a positive impact on school attendance as it took away a financial barrier for accessing school.</p> <p>Specialist support teachers have continued to work with staff and pupils based on identified need.</p> <p>OneGoal – this will continue into 2021-22 as sessions were halted due to the pandemic.</p> <p>Step2 provided a crucial service for pupils and staff – pupil provision will continue into 2021-22</p>
Priority 2 – to support the emotional wellbeing of pupils	<p>Training provided for all staff.</p>	<p>Scrapsheds accessed throughout and helped pupils to reintegrate and learn how to cooperate, play and socialise with each other post lockdown periods. They have also provided a key intervention in terms of SEMH and communication for smaller groups of pupils who have needed support beyond the classroom.</p>

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.

Whilst some elements have had to change due to the ongoing changing nature of provision throughout 2020-21, all plans were implemented.

The main impact of these actions are that pupils are in school and are settled and ready to learn. Despite some pupils experiencing personal tragedy over the last year, the actions related to this plan have enabled the vast majority of pupils to integrate back into a more normal school year in 2021-22.