

Atlas Community Primary School

Pupil Premium Strategy Statement 2021 - 22



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Atlas Community Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Local Governing Body
Pupil premium lead	L Simpson
Governor / Trustee lead	Y Mayat

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,010
Recovery premium funding allocation this academic year	£6,699
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£84,709

Part A: Pupil premium strategy plan

Statement of intent

At Atlas Community Primary School we believe that every child, regardless of their background or home circumstance, has the potential to become a powerful citizen of the future through provision of education which is tailored to their needs through carefully planned teaching and learning opportunities both in and outside of the classroom.

We ensure that any need for adapted or additional provision is met for all pupils, ensuring that the needs of pupils belonging to vulnerable groups are carefully assessed and provided for. We will allocate Pupil Premium funding to support any pupils who we identify as socially disadvantaged, and we will use this funding to support pupils' basic needs as well as to ensure that pupils have every opportunity to overcome any barriers and achieve similar outcomes to their peers. We have combined additional Covid recovery funds together with our Pupil Premium funding to ensure that the maximum impact can be made to diminish the difference between Pupils Premium and non-Pupil Premium pupils.

At Atlas Community Primary School we see raising the attainment of disadvantaged children as crucial in our aim to unlock the true potential of every child, so that any barriers created through social disadvantage can be overcome. We believe that we can support this aim through:

- Empowering all staff to raise expectations of all pupils in our school so that every child can achieve
- Promoting a fully inclusive ethos, without stereotypes or different expectations based on pre-conceived ideas
- Early intervention and a pro-active approach which is adapted to individual needs
- Regular analysis and professional dialogue
- Working with parents to reach the best outcomes for the whole child

Challenges

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

Challenge number	Detail of challenge
1	<p>Over time, Pupil Premium children in Key Stage 1 and 2 have not achieved expected outcomes in line with their Non-Pupil Premium peers. Throughout periods of remote learning, many Pupil Premium pupils struggled to access remote learning despite it being offered both online and offline.</p> <p>The attendance data shows that Pupil Premium pupils are more likely to miss school than their Non-Pupil Premium peers. A significant number of pupils eligible for Pupil Premium have attendance which is below the national average. This significantly impacts on their learning.</p>
2	<p>A higher number of children who are in receipt of Pupil Premium also display additional barriers to learning, e.g communication and language, SEND, safeguarding concerns. As a result, targeted support needs to be provided in a range of ways which are not always academic.</p>
3	<p>Pupil Premium pupils often display a much narrower experience of the wider world due to the social and financial constraints on their families – this means that their vocabulary and knowledge of the wider world can be limited, making elements of their learning more difficult to access.</p>
4	<p>The effects of the Covid-19 pandemic have been significant in terms of financial and emotional impact on many of our families; in particular those who were already at a social disadvantage. Proportionately, more Pupil Premium pupils have experienced recent adverse childhood experiences throughout this period than their Non-Pupil Premium peers.</p>
5	<p>Lasting emotional wellbeing and mental health needs impact on academic outcomes and therefore these needs must be met in order for pupils to be able to learn. These needs have been magnified by school closures and events throughout the Covid 19 pandemic.</p>
6	<p>Proportionately, more Pupil Premium than Non-Pupil Premium pupils have struggled to have their basic needs met throughout the pandemic – e.g food, clothing, sleep. The school and families need to continue to work together to ensure that every child's basic needs are met so that they are in a position to learn.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2020-2023)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children and parents are supported to improve wellbeing throughout the academic year to ensure that pupils are in a good position to access learning with the support of the school and their families.	Case studies show how pastoral support has informed academic support in order for pupils to achieve in line with their peers despite their experiences
Targeted support for pupils and parents in KS1 in terms of early learning – these children have not yet experienced a full and normal year in school. Parents to come into school and share in their child’s learning so that home and school can work together to ensure that children still have the maximum opportunity to achieve.	Results at the end of KS1 are above the national average. Pupil Premium children make accelerated progress across KS1. Phonics scores are above the national average.
Leaders and subject leads look closely at the progress made by Pupil Premium children in KS1 to ensure that their outcomes in reading, writing and mathematics meet the national standard by the end of Year 5 and 6. Where they are not achieving this through QFT alone, targeted support is put into place	Results at the end of KS2 are above the national average. Pupil Premium children make accelerated progress across KS2.
Those on SEND register and vulnerable register make strong progress from starting points through early intervention and access to specialist support at the first possible opportunity.	Pupils meet their individual targets.
Pupils access lessons which focus on developing communication skills in order to access different kinds of learning through the school’s commitment to developing oracy as a taught skill (Voice 21 school)	Pupils are articulate and can talk about a range of subjects and topics. This impacts on what they are able to read, write and understand.
The school offers a wide range of experiences to all pupils – these will be subsidised for pupils in receipt of Pupil Premium so that no pupil misses the opportunity afforded to anyone else.	Pupils have equal access to all learning experiences. Pupils speak positively about their experiences and this impacts on their learning in class.
Improve attendance of disadvantaged pupils to school target of 96% by the end of the academic year	Attendance is above the national average and PA reduces significantly.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £36,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effectively embed the school's systematic phonics programme.</p> <p>Further develop the teaching of early reading through targeted group reading sessions for all pupils in KS1</p> <p>Further develop whole class, discrete reading lessons for pupils in KS2 which teach specific reading and comprehension skills.</p> <p>Widen the range of texts used by children across both key stages to ensure that they are well matched to both reading age and curriculum content.</p>	<p>The EEF Toolkit Report – 'Improving Literacy in KS1' indicates that both decoding and comprehension are necessary for pupils to become confident readers, but that neither are sufficient on their own. As a school we are currently undertaking extensive research into the different schemes for teaching synthetic phonics and will ensure that whichever scheme is undertaken is underpinned by good quality reading sessions for all pupils in KS1.</p> <p>The EEF Toolkit Report 'Improving Literacy in KS2' states that reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include: prediction; questioning; clarifying; summarising; inference; and activating prior knowledge. Through our cumulative reading curriculum we aim to ensure that teachers teach specific skills in order for pupils to fully access a wide range of texts.</p> <p>The toolkit also states that children should experience a wide range of texts which support their language development – this is something that subject leaders are considering when applying books to a given year group in relations to a specific learning element.</p>	<p>1 2 3</p>
<p>CPD for all staff on the development of oracy throughout the curriculum and</p>	<p>The EEF Toolkit 'Improving Literacy – Supporting Oral Language Development' states that there is evidence that the rate at which children develop language is sensitive</p>	<p>1 2 3</p>

<p>across all key stages – Voice 21 training for all staff</p> <p>Ensure that consistent approaches to the development of oracy carry through the whole school</p>	<p>to the amount of input they receive from the adults and peers around them, and that the quality of this input is likely to be more important than the quantity. Ensuring all children experience effective language support requires a considered approach appropriate to the needs of individual children as well as staff training for good implementation.</p> <p>Through working with Voice 21, staff will have a tailored approach and a key contact to work with throughout the year to achieve the best outcomes for children.</p>	
<p>Develop the capacity of subject leadership throughout the school so that all pupils are afforded a broad, high quality curriculum in all subject areas in order to deepen their learning experience.</p> <p>Tailored CPD for teachers and subject leads which is grounded in research and develops a clear pedagogy for all practitioners in school</p>	<p>The EEF Guidance Report – ‘Putting Evidence to Work’ details the measures that should be taken when implementing research-based work into schools. All subject leads will receive a tailored approach depending their stage of development, with expert coaching support where needed, to ensure that they can carefully plan, adapt and monitor their subject areas to create the best provision for our pupils, planning in wider opportunities and experiences to support this.</p>	<p>1 2 3</p>
<p>Re-introduce and implement further opportunities for parental engagement with learning in school</p>	<p>The EEF Guidance Report on ‘Parental Engagement’ states that there is an established link between the home learning environment at all ages and children’s performance at school. Schools and parents have a shared priority to deliver the best outcomes for their children. However, evidence on effective strategies that schools can use to engage parents in their children’s learning is mixed. If the aim is solely to improve academic outcomes, classroom interventions working directly with children currently have more evidence of effectiveness at improving learning than parenting interventions with the same aim.</p>	<p>1 2 3</p>

	This year we aim to offer in-class sessions alongside workshop-style sessions, encouraging more parents to come into school on a more regular basis to support the learning that takes place in school.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 24, 630

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mentor and coach pupils on a 1:1 basis through pre-teaching and post-teaching equipping them with skills and strategies enabling them to access learning and experience success.</p> <p>Small group before and after school booster interventions implemented by high quality teaching staff.</p> <p>Targeted interventions for pupils in Y6 throughout the year and through the Easter holiday period wherever possible.</p>	<p>The EEF Toolkit 'Improving Literacy in Key Stage 2' indicates the positive impact that targeted academic support can have on children who are not making strong progress across the spectrum of achievement.</p> <p>Targeted interventions matched to specific children with particular needs and linking structured one-to-one intervention to classroom teaching is an effective component of Pupil Premium strategies.</p>	1
<p>Ensure all disadvantaged pupils with SEND receive high quality teaching and that teaching is responsive to their needs. Where the impact cannot be seen, staff work closely with the SENCO to find the correct specialist support and training in order to provide the best type of intervention to promote success for every child.</p> <p>All pupils with SEND to be tracked via Provision Map so that early intervention and</p>	<p>The EEF Guidance for Special Educational Needs in Mainstream Schools states that the attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>One of the three key areas the EEF indicate schools should ensure are considered when supporting disadvantaged SEND pupils is that interventions should be high quality and</p>	4 5 6

<p>engagement with wider services is timely.</p> <p>Other interventions e.g Time to Talk, Lego Therapy, Chatterbox to be implemented to support SEMH and confidence, which is often a barrier.</p> <p>Continued work with all pupils will continue around positive mindset, stereotyping and 'what makes me, me?' to ensure that every pupil sees their own value, no matter how difficult they might find things at times</p>	<p>rigorously assessed with clear links between the child's specific needs.</p> <p>Pupils need to be fit and ready to learn within the school and the wider community. Research indicates that children's view of themselves and each other can impact greatly on their learning outcomes – if a child feels that they are 'lower ability', then that becomes self-fulfilling into 'I can't do it', therefore the self esteem of pupils is crucial to academic success, particularly for those pupils with SEND.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23,579

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training: Mental Health Team</p> <p>Whole school MH Audit in partnership with NHS Trailblazers</p> <p>Further our MH provision based on the outcomes and advice from the whole school audit</p> <p>Implement further sessions in addition to the PSHE curriculum to teach children the strategies with which to look after their mental health and recognise the signs that someone may need help.</p> <p>Provide counselling support for children who have had ACEs as</p>	<p>Many of our pupils have experienced traumatic events, particularly over the course of the Covid-19 pandemic</p> <p>Referrals to services such as CAHMS have risen steeply over the course of the past two years</p>	<p>4 5</p>

<p>soon as possible through a dedicated Step2 counsellor based in school</p> <p>Teachers to consult with the EMHP to provide the best approach to support individual pupils in their class who display signs of low mood or anxiety</p>	<p>Research shows that the earlier a child is provided with practical strategies, the less likelihood there is of them needing more targeted support at a later date.</p>	
<p>Further embed Mental Health provision across the school community through working in partnership with external agencies and developing parental awareness and understanding within the wider community</p>	<p>Many of our families experience mental ill-health and research shows that this can be familial and lead to poor mental health in children</p>	<p>4 5</p>
<p>Provide classroom breakfasts through the NSBP for all pupils</p> <p>Subsidise breakfast club provision to ensure PP pupils are in school and ready to learn.</p> <p>Subsidise educational visits and residential providing PP children access to enrichment activities.</p> <p>Provide uniform vouchers to pupils eligible for pupil premium</p> <p>Support families experiencing financial difficulties in terms of getting the children into school (bus fayres/school minibus)</p>	<p>Children who eat breakfast before school are twice as likely to score highly in tests and assessments at 11 than those who start learning on an empty stomach (Cardiff University, 2015)</p> <p>Pupils need to be fit and ready to learn within the school and wider learning community. Research indicates that addressing children's social and emotional needs is a key step to improving academic outcomes for pupils.</p> <p>Recent attendance data shows that pupils who live out of the catchment area display more instances of absence from school.</p>	<p>5 6</p>
<p>Monitor attendance data to identify trends – implement 1:1 support for pupils with absence patterns.</p> <p>Enhance positive relationships with parents and set clear expectations of good attendance</p>	<p>DfE reported that: Of pupils who miss more than 50% of school, only 3% manage to achieve five A* to Cs, including English and maths. Of pupils who miss between 10% and 20% of school, only 35% manage to achieve five A* to C GCSEs, including English</p>	<p>6</p>

<p>including early identification and half termly attendance meetings.</p> <p>HT to oversee attendance officer and work together to ensure that approaches are fit for different families</p> <p>Attendance office and HT to work with LA attendance team to support those families with persistent absences.</p>	<p>and maths. Of pupils who miss less than 5% of school, 73% achieve 5 A* to Cs, including English and maths</p> <p>The school recognises the important emphasis on excellent attendance. Excellent attendance enhances excellent progress, outcomes and experiences and this enables pupil's confidence and skill base to develop further. We want to provide extra support to maintain high attainment and progress for pupils with higher absence rates. 1:1 with highly qualified staff which is evidenced by the EFF Toolkit as improving significantly outcomes for pupils.</p>	
<p>Continue to embed careers education into the school curriculum including holding careers events, aspire weeks and through introducing pupils to a wider range of people from the world of work.</p> <p>Challenge perceived gender stereotypes through the range of people who are introduced to pupils to widen the opportunities for all pupils, regardless of gender</p>	<p>Awareness of life beyond the children's immediate experience is crucial to allow them to set wider goals for the future.</p>	<p>5 6 7</p>

Total budgeted cost: £ 86,130

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Please find the evaluation included on the previous year's strategy document published on our website.