

# Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Varna Community Primary School
Number of pupils in school	472
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Karen Livesey/Peter Stone
Pupil premium lead	R. Crossley
Governor / Trustee lead	N. Goddard

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£271,460
Recovery premium funding allocation this academic year	£29,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£300,460

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### **Principles**

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

### **School Context**

The school is situated in Openshaw, a suburb of Manchester, England, about three miles east of the city centre.

In 2019, this LSOA was ranked 1,165 out of 32,844 in England, where 1 is the most deprived LSOA. This is amongst the 10% most deprived neighbourhoods in the country.

An Indices of Deprivation Report released in 2019 by Manchester City Council found that 43% of LSOA (Lower Layer Super Output Areas) in Manchester were in the most deprived 10% of the whole country. Clayton and Openshaw was identified as the 3<sup>rd</sup> most deprived ward in Manchester.

Clayton and Openshaw was in the most deprived 10% of areas of the whole country in the following areas:

- Income deprivation
- Income deprivation affecting children
- Employment deprivation
- Health deprivation
- Education, skills and training deprivation

For all other categories – crime, barriers to housing and services and living environment – it was in the 2<sup>nd</sup> most deprived 10% in the country.

The school community is very diverse with over 40 different languages spoken at home across the school.

For the academic year 2022-2023 the school has 42% pupil premium qualifying pupils of its whole cohort.

All strategies used by the school in terms of the Pupil Premium spend for 2022-2023 have been researched and assessed using the EEF Teaching and Learning Toolkit.

### **What are we doing this year?**

- Subject leadership focus for the whole year is centered around PPQ, SEND and EAL pupils – observations, pupil and staff voice, work scrutinies
- After school tuition for Y5 and 6 pupils running across the entire year
- Subject leadership cover to ensure quality first teaching across the entirety of the curriculum

### **Staff Communication in regards to Pupil Premium Children**

Class teachers now complete half termly documents where the PPQ children are assessed, strengths identified and areas for support identified.

Weekly discussions between Class teacher and LSA



Half termly meeting between class teacher and phase leader



Half termly meeting between phase leader and Assistant Headteacher



Assistant Headteacher feeds back to SLT

Each class teacher has also started a case study with a PPQ child in their class who they speak to every other week, this will then give us evidence of a constant conversation across the whole year.

## **Challenges**

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

Challenge number	Detail of challenge
1	Limited Language and Communication Skills on arrival to school and some still prevalent in KS1 and KS2
2	Low attainment on entry to the Early Years Foundation Stage, based on baseline assessments done after 6 weeks, in all areas of the EYFS Framework.
3	Area of social deprivation means that real world experiences are often limited for the school cohort. Opportunities to develop cultural capital across the school through a programme of curriculum enrichment where learning opportunities are further enhanced in a variety of ways is essential
4	Over ¼ of disadvantaged pupils have a dual SEND need

## Intended outcomes

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

Intended outcome	Success criteria
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>Disadvantaged children working at the Emerging 2 level are specifically targeted to make accelerated progress and achieve an Expected 1 level in reading, writing or maths (or more than one of these) by the end of the year.</p>	<p>End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.</p> <p>95% of emerging 2 pupils in reading, writing and maths achieve expected 1 level by the end of the year.</p>
Disadvantaged pupils to achieve a Good Level of Development in line with National Average (65% in 2022)	Improve from 2022 level of 56% to be broadly in line with 65% at the end of the 2022-2023 academic year.
Disadvantaged pupils achieve across all areas of the curriculum in line with non-disadvantaged children. Case studies and close monitoring of this group across the year and across the whole curriculum will be used to identify areas of need and support.	Assessment across the curriculum at the end of the school year will show that the attainment gap between disadvantaged and non-disadvantaged pupils has narrowed.
Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.	<p>Teachers and support staff will plan a wide range of visits/memorable events/experiences to inspire/enhance learning and make it memorable.</p> <p>Each year group will spend allocated funding on providing memorable experience days and events which excite and enthuse children to learn across all subjects</p>



Activity in this academic year

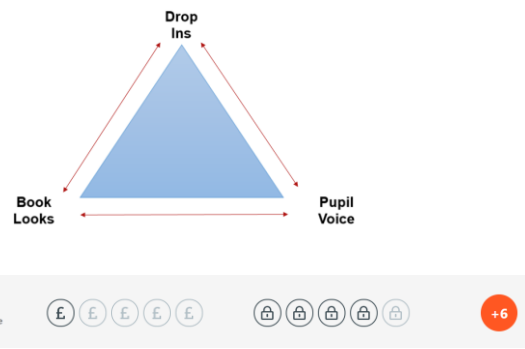
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 190,410



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phase Leaders without class responsibility £169,160</p>	<p>Quality teaching helps every child. Experienced teachers in each Key Stage to help accelerate progress/diminish the difference between pupil premium children and others in reading/Writing and Maths by modelling lessons and supporting colleagues with planning and strategies to ensure PPQ children achieve above average progress. Mastery approaches to reading (school's own bespoke scheme developed over the last 5 years), writing (The Write Stuff developed by Jane Considine) and maths (Power Maths) will support Quality First Teaching in these areas of the curriculum. Each of these schemes places a high level of focus and explanation on modelling from the class teacher and their thought process. High quality, frequent feedback is a key element of this.</p> <div data-bbox="405 1126 1165 1218" style="border: 1px solid #ccc; padding: 5px; margin: 10px 0;"> <p>Metacognition and self-regulation <span style="float: right;">£ £ £ £ £</span> <span style="float: right;">🔒 🔒 🔒 🔒 🔒</span> <span style="float: right; background-color: #f00; color: white; border-radius: 50%; padding: 2px 5px;">+7</span></p> <p><small>Very high impact for very low cost based on extensive evidence</small></p> </div> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <div data-bbox="405 1664 1150 1711" style="border: 1px solid #ccc; padding: 5px; margin: 10px 0;"> <p>Mastery learning <span style="float: right;">£ £ £ £ £</span> <span style="float: right;">🔒 🔒 🔒 🔒 🔒</span> <span style="float: right; background-color: #f00; color: white; border-radius: 50%; padding: 2px 5px;">+5</span></p> <p><small>High impact for very low cost based on limited evidence</small></p> </div> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p>	<p>1,2,3,4,</p>

	<p>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps. The school uses daily interventions led by TAs to support the mastery approach for PPQ pupils, these being same day interventions for maths and Read Write Inc.</p> <div data-bbox="406 481 1157 548"> <p><b>Feedback</b>  <small>Very high impact for very low cost based on extensive evidence</small></p>  </div> <p>Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. The school's feedback and marking approach places a heavy emphasis on immediate, structured feedback.</p> <div data-bbox="406 884 1157 952"> <p><b>Reading comprehension strategies</b>  <small>Very high impact for very low cost based on extensive evidence</small></p>  </div> <p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. The school has achieved the One Education Gold Reading Award, in part due to its commitment to ensuring that pupils from all social backgrounds have regular access to high-quality texts both in school and to take home.</p>	
<p>Subject Leadership Cover Teacher and Small Group Interventions  £21,250</p>	<p>The school has employed a cover teacher to give dedicated curriculum improvement time to subject leaders. This will allow subject leaders to see the teaching their subjects more across the school, carry out specific book scrutinies and carry out regular pupil and staff voice. Regular reporting of strengths and areas for development across the school will lead to a further improvement in curriculum delivery.</p> <p>Triangulation approach to subject leadership, shown below, will allow subject leaders to identify strengths and areas for development in their subject across the school.</p>	<p>1,2,3,4,</p>

	<p style="text-align: center;"><u>Gathering Evidence Across the School</u></p> 	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)




Budgeted cost: £ 75, 084

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>3 x Additional TA 3 to support in EYFS £69,084</p>	<p>On entry to Reception, most children have low Language and Communication skills. Through daily interventions centred around language and communication, we support children with their language development from the very beginning of their time here at Varna.</p> <p>Wellcom interventions 2 x per week for nursery children and NELI interventions daily for Reception children.</p> <p>Oral language interventions Very high impact for very low cost based on extensive evidence</p>  <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p>	<p>1,2</p>
<p>Bursary Foundation – additional support for UKS2 for entry to school requiring entrance exams</p>	<p>In 2019, only 7% of places offered at grammar schools were offered to disadvantaged pupils. By working with the Bursary Foundation, the school was supported children being offered places to disadvantage children from the school.</p> <p>One to one tuition High impact for moderate cost based on moderate evidence</p>  <p>One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend</p>	<p>3</p>


£6,000	<p>more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</p> <p>Over the past 3 years (not including 2021-2022) 67% of our PPQ children put forward for the 11+ have passed it, with some going on to be offered full bursary scholarships.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 31, 816

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist Art Teacher - supporting and developing staff to deliver quality art outcomes to improve art teaching across the school</p> <p>£9,500</p>	<p>Quality teaching helps every child – we are using this professional to improve the skills of our teaching staff in delivering exciting and relevant art units. Long-term plan includes talented pupils from across the school being identified for extra specialist provision to nurture talent. The art specialist will also be supporting staff in creating and delivering an inclusive art curriculum.</p> <p>Arts participation Moderate impact for very low cost based on moderate evidence</p>  <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p>	1,2,3,4,
<p>Relax Kids - Children will be able to reflect on their own actions and behaviour and the positive impact on their own learning and that of others. Review of behaviour in school including behaviour for learning and at other times within the day</p> <p>£6,800</p>	<p>The school uses Zones of Emotional Regulation to support children with their mental health and behaviour. It also uses Relax Kids, specifically targeted at Pupil Premium children. Relax Kids aims to support children build good emotional health through relaxation, meditation and values-based classes and products.</p> <p>Behaviour interventions Moderate impact for low cost based on limited evidence</p>  <p>Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p>  <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	1,2,3,4,



School Residential £6,000	<p>The vast majority of our pupils' only time away from home during the year is on the school residential. It is essential for their own wellbeing that they experience different settings before writing about it. The residential is linked to themes and foci that they study in school.</p> <p>Business Education states, 'In addition to the multitude of evidence, there is much anecdotal support about benefits of outdoor education experiences; teachers, for example, often speak of the improvement they have in relationships with students following a trip. School trips are an important part of the wider family of outdoor learning opportunities, all of which provide beneficial outcomes to children with a wide range of abilities and issues.</p> <p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved. The school uses Outward Bound as their provider and during the organisation stages of the trip, certain foci are used across the week based on the cohort. In the past these have been such values as cooperation and resilience.</p>  <p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p>	1,3
Educational Visits £9,516	<p>All young people need the knowledge, skills and understanding to live in, and contribute to, a global society and this begins with an understanding of the world in which we live, including the languages, values and cultures of different societies. For many of our pupils, this global society approach cannot be successful without first them knowing their local knowledge – educational visits help to enrich their learning and perception of the world through first-hand experiences.</p>	1,2,3,4,

**Total budgeted cost: £ 300,460**

## 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 2021 to 2022 academic year.

<b><u>End of Reception</u></b>						
<b><u>Children meeting/on track to meet end of phase expectations (teacher assessments)</u></b>						
	Reading		Literacy		Maths	
	Word Reading	Comprehension	Writing	Speaking	Number	Numerical Patterns
	EXP+	EXP+	EXP+	EXP+	EXP+	EXP+
Whole class	70.00%	66.67%	63.33%	66.67%	70.00%	73.33%
Girls	68.75%	75.00%	68.75%	75.00%	75.00%	75.00%
Boys	71.43%	57.14%	57.14%	57.14%	64.29%	71.43%
PPQ	64.29%	64.29%	64.29%	64.29%	64.29%	64.29%
NPPQ	75.00%	68.75%	62.50%	68.75%	75%	81.25%
BA/OB	90.00%	82.86%	90.00%	63.34%	82.86%	80.00%
WB	55.00%	52.50%	58.75%	52.50%	55.00%	55.00%

<b><u>% of Pupils making expected progress</u></b>					
Year group	Number	Numerical Patterns	Comprehension	Word Reading	Writing
Whole class	88%	88%	88%	88%	92%
Girls	84.62%	84.62%	84.62%	84.62%	84.62%
Boys	91.67%	91.67%	91.67%	91.67%	91.67%
PPQ	84.62%	84.62%	83.33%	66.67%	66.67%
NPPQ	91.67%	91.67%	88.24%	94.12%	100%
BA/OB	100%	100%	100%	100%	100%
WB	75%	75%	62.5%	75%	75%

## **PPQ**

### **Children on track to meet end of phase expectations (teacher assessments)**

	Reading		Writing		Maths	
	EXP+	EXC	EXP+	EXC	EXP+	EXC
Y1	61.5%	11.5%	50%	7.7%	69.2%	3.9%
Y2	53.1%	9.4%	40.6%	3.1%	53.1%	3.1%
Y3	59.5%	10.8%	48.7%	5.4%	62.2%	10.8%
Y4	56.7%	13.3%	43.3%	0%	40%	13.3%
Y5	68.6%	20%	51.4%	0%	51.4%	17.1%
Y6	60.9%	26.1%	43.5%	4.4%	52.2%	8.7%

### **2021/22 Pupil Progress**

#### **% of Pupil on track to make expected progress**

Year group	Reading	Writing	Maths
1	88.5%	92.3%	76.9%
2	79.3%	62.1%	65.5%
3	88.2%	66.7%	82.4%
4	93.3%	70%	83.3%
5	83.9%	75%	75%
6	100%	60.9%	91.3%

## **Non PPQ**

### **Children on track to meet end of phase expectations (teacher assessments)**

	Reading		Writing		Maths	
	EXP+	EXC	EXP+	EXC	EXP+	EXC
Y1	81.8%	24.2%	75.8%	9.1%	81.8%	9.1%

Y2	77.8%	3.7%	66.7%	3.7%	74.1%	7.4%
Y3	86.4%	27.3%	77.3%	13.6%	90.9%	31.8%
Y4	79.3%	27.6%	62.1%	13.8%	75.9%	20.7%
Y5	64%	36%	60%	0%	68%	32%
Y6	86.1%	25%	72.2%	2.8%	77.8%	27.8%

### **2021/22 Pupil Progress**

#### **% of Pupil on track to make expected progress**

Year group	Reading	Writing	Maths
1	87.9%	90.9%	96.9%
2	84.6%	76.9%	92.3%
3	100%	95%	100%
4	88.9%	78.6%	85.2%
5	86.4%	90.9%	86.4%
6	100%	75%	91.7%

### **Data Analysis**

#### **Dual PPQ and SEND Children**

- June 2022 – National Average for SEND Pupils in UK Primary schools was 12.6%
- Of the 196 PPQ pupils on roll in October 2022, 50 have an additional SEND need, which is 26%
- Of those 50 children, 16 are working below the emerging level for their age group, which is 32%
- % of PPQ at Varna who are also on the SEND Register:

Class	% of PPQ pupils who are SEND
Y2	19%
Y3	42%
Y4	17%

Y5	30%
Y6	23%

### Attendance and Mobility

- Of the 159 pupils from Y2-Y6 (Y1-Y5 last year), 34 of these pupils had an attendance under 90%, which is 21%
- Of the 159 PPQ children on roll from Y2 – Y6 (Y1-Y5 2021-2022) , 37 have joined the school between September 2019 and August 2022 (the school years affected by covid-19) which represents 23% of our total PPQ cohort
- Of those 37 children, 10 are also on the SEND register, which is 27%

### Emerging 2 Pupils

The school's assessment system has 5 areas:

<b>Emerging 1</b>	<b>Emerging 2</b>	<b>Expected 1</b>	<b>Expected 2</b>	<b>Exceeding</b>
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Anyone working at Expected 1 or over is either at Age related expectations or above it.

Children working at Emerging 2 are often working just below the expected level for their year group.

Emerging 2 children who are pupil premium end of year assessments 2022:

(figures in brackets represent the % of the entire Pupil Premium cohort for that year)

Year Group	Number of Emerging 2 Children		
	Reading	Writing	Maths
2	8 (23%)	11 (42%)	4(15%)
3	3 (10%)	9 (29%)	6 (19%)
4	6 (16%)	6 (16%)	4 (11%)
5	7 (23%)	6 (20%)	6 (20%)
6	11 (31%)	9 (25%)	5 (14%)

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Relax Kids	
Lexplore	
The Literacy Shed Plus	
Times Table Rockstars	
Power Maths	
Language Angels	
Charanga	
Read Write Inc.	

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*