



## Varna Community Primary School Pupil premium strategy statement 2020/2021



### The Pupil Premium provides funding for pupils:

- Who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1345 per child)
- Who have been continuously looked after for the past six months (£2345 per child)
- For children whose parents are currently serving in the armed forces (£310 per child)

Varna Community Primary School is held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium. Varna is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes. This document details the proposed spend of the Pupil Premium 2020/2021

1. Summary information					
<b>School</b>		Varna Community Primary School			
<b>Financial Year</b> (April – March), though spending goes over the academic year from September '20 to August '21		<b>Total PP budget</b> £283,092 (including LAC and Service pupils)		<b>Date of most recent PP Review</b> Sep 2020	
<b>Total number of pupils on roll (R to Y6)</b>	420	<b>Number of pupils eligible for PP</b>		<b>Date for next internal review of this strategy</b> December 2020 April 2021 July 2021	
		<b>Percentage of pupils eligible for PP</b>			
		199			
		47%			

### **Barriers to future attainment (for pupils eligible for PP, including high ability)**

#### **In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	<u>Foundation Stage</u> : There is evidence of a previous lack of access to language rich environment and/or quality communication leading to very low assessed levels for reading/writing and mathematics by significant numbers of children on entry to EYFS
<b>B.</b>	<u>Core Subjects</u> : Accelerated progress is required for all PP qualifying pupils in order to ensure that the gap between the disadvantaged and non- disadvantaged pupils is diminished across all core subjects both for underachieving and more able children. Progress reviews are personalised to individual pupils within pupil progress meetings which take place each term.
<b>C.</b>	<u>Social, emotional and mental health</u> : significant amounts of pastoral support are required in order to ensure that all children are able to demonstrate appropriate learning behaviours such as confidence, resilience and to ensure that they have a growth mindset approach
<b>D.</b>	<u>Remote Learning</u> : Through conversations with children and families during lockdown, it became apparent there were issues and barriers to some children accessing the remote learning provided by the school, whether because of a lack of engagement from the child, or the family not having the sufficient access to technology to complete the work.

<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>		
<b>E.</b>	Social Deprivation – The IDACI shows that 96% of the school’s population is in the top 20 percent of most the deprived postcode areas in England, with 52.45% in the top 10%. A number of families in school do not register for free school meals as they have no recourse to public funds. A small number of families rely upon support from the No Recourse to Public Funds team for basic living essentials.	
<b>Desired outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
<b>A.</b>	Further develop EYFS provision to foster pupils’ speech and language development and increase the proportion of disadvantaged pupils achieving a Good Level of Development in their communication, language and literacy skills	Staff are able to identify pupils for whom language and communication is a barrier to their learning and provide Interventions which are developed early and rigorously reviewed to ensure impact and progress A higher proportion of disadvantaged pupils make accelerated progress in the area of Language and Communication and achieve good levels of development at the end of EYFS
<b>Evaluation</b>	Dec 2020: Welcom screening is in place with daily interventions for pupils as well as daily Read Write Inc interventions. Long-term EYFS planning is based around core texts so all topic links back to topic work. Key language is displayed and modelled by staff in different areas for the EYFS set up. Speech and language referrals are carried out as soon as children are identified as having barriers to their communication and language. Spring 2021: Wellcom and RWI daily interventions continue to be in place. All children have made good progress within the Wellcom screening assessment. Children in Reception who have a significant language need now have a weekly intervention from the in-house S&L therapist. A member of staff has shadowed this so that the group can be repeated 3x per week. Children in Nursery who have a significant language need receive 1:1 therapy from the S&L therapist. This has also been shadowed and is repeated on a daily basis for these 2 children. Staff continue to model language through play based experiences. Summer: All these interventions continued throughout the summer term. Good Level of Development data is slightly lower this year than normal due to school closures. However all children have made a good level of progress within EYFS including those with significant SEN/D needs.	
<b>B.</b>	Further raise attainment in reading, writing and mathematics combined for PP qualifying pupils across KS1 both at expected levels and Greater Depth	During Pupil Progress discussions (at least termly) reviews will show more PP qualifying pupils on track to make at least expected progress and to achieve RWM at expected/GD levels based on prior attainment
<b>Evaluation</b>	Dec 2020: From pupil progress meetings carried out in October/November 2020, pupil premium children identified as needing extra support were time table to have extra interventions either in reading, phonics or maths. Spring 2021: Interventions have been up and running since Easter, and Y2 children are now delivered whole class guided reading, in line with the KS2 scheme, when the complete Read Write Inc. Spring assessment data shows more PPQ children on track in Y1 than at this point last year. Further assessments planned in Summer term 2 (w/c 14.06.21), followed by moderation week (w/c21.06.21) and then final pupil review meetings w/c 28.06.21. Summer:	
<b>C.</b>	Increase the proportion of PP qualifying pupils working at expected levels and Greater Depth for reading/writing and maths combined across KS2	During Pupil Progress discussions (at least termly) reviews will show more PP qualifying pupils on track to make at least expected progress and to achieve RWM at expected/GD levels based on prior attainment.
<b>Evaluation</b>	Dec 2020: From pupil progress meetings carried out in October/November 2020, pupil premium children identified as needing extra support were time tabled to have extra interventions either in reading, phonics or maths. Spring 2021: Interventions have been up and running since Easter, as well as after school tuition for some children in Y5 an Y6. The focus has been to identify gaps from this and the previous year’s disruption so the focus has been more on ensuring children are secure in their knowledge. Following spring assessments, some children have been identified to have more targeted in class support and challenge to help attain exceeding levels combined. Most year groups are showing improvements in PPQ children on track for end of phase expectations compared to this point last year in reading, writing and maths. Further assessments planned in Summer term 2 (w/c 14.06.21), followed by moderation week (w/c21.06.21) and then final pupil review meetings w/c 28.06.21. Summer: Data for the PPQ pupils last year:	

		<b>Children meeting/on track to meet end of phase expectations (teacher assessments)</b>						<b>% of pupils making expected progress</b>			
		Reading		Writing		Maths		Year group	Reading	Writing	Maths
		EXP+	EXC	EXP+	EXC	EXP+	EXC				
		46.4%	25%	42.9%	3.6%	46.4%	14.3%	3	67.9%	67.9%	60.7%
		67.7%	17.7%	67.6%	2.9%	61.8%	14.7%	4	81.5%	76.9%	80.8%
		50%	18.2%	40.9%	9.1%	31.8%	9.1%	5	82.4%	58.8%	47.1%
		57.6%	12.1%	46.9%	0%	54.5%	6.1%	6	85.7%	80%	78.6%
<b>D.</b>	Establish and provide a remote learning provision that all children can access. Ensure it provides the necessary feedback to all learners, follows the sufficient challenge required by the National Curriculum and provides enough opportunities for children to enhance and extend their learning.	From staff monitoring of completed work, all children to be completing work set for them by the school as part of its remote learning provision.									
<b>Evaluation</b>	<p>Dec 2020: The school introduced Google Classroom as its remote learning platform in the autumn term after MGL did the initial set up and created usernames and password for all the children. The school then created the separate classes and staff led directed time sessions on how to use it. Homework was uploaded to Google Classroom each week to help the children familiarise themselves with the platform and teachers tried to incorporate Google Classroom and Google Meet into their computing lessons, for the same objective. When the Y4 bubble was forced to isolate in the second half of the autumn term, Google Classroom and Google Meet were used to set work and interact with the children, with positive feedback given by parents.</p> <p>Spring 2021: When the national lockdown was announced in January 2021, the school moved all its remote learning provision onto Google classroom for all pupils learning from home. Again the feedback from parents has been overwhelmingly positive with 96% of parents saying it was an improvement on the previous provision. There were no bubble closures in the spring term but class homework was still set and completed on Google Classroom.</p> <p>Summer: Numerous bubble closures in Summer 2 meant that remote learning was accessed across all key stages. IN each instance, work was provide for all learners, with special provision for SEND learners and devices were sent out to families who required them.</p>										
<b>E.</b>	Identify and meet the social, emotional and mental health needs of pupils across the school	A range of intervention and support programmes will be implemented including, Relax Kids, Restorative Practice approach consistently used across the school. Pupil voice/programme evaluations and academic outcomes will evidence improved confidence and learning behaviours									
<b>Evaluation</b>	<p>Dec 2020: The school has worked closely with Healthy Schools Manchester, sharing around school and on the designated website page posters and links to external support for pupils, parents and staff. The school has taken part in regular nationally promoted wellbeing/mental health weeks this year - ~hellowyellow (Young Minds), Children in Need in November.</p> <p>Spring 2021: Wellbeing audit of all pupils from Y1-6 was done and data was used to identify children who would benefit from mental health interventions such as Relax Kids. Relax Kids has now started in school and runs for identified children from Y1-Y6. Mental Health Team trained as mental health champions through Place to Be training and mental health lead accessing mental health first aid training to be completed before the end of the school year.</p> <p>Summer: Relax Kids started again for years 1-6 giving support to identified children.</p>										

## 2. Key expenditure

### Academic year – September 2020 to July 2021

Area of spend	Intended outcomes	Actions	Evaluations	Costings
Phase Leaders without class responsibility	Accelerate progress/diminish the difference between pupil premium children and others in reading/Writing and Maths	<ul style="list-style-type: none"> <li>On-going support for class teachers within their own phase with a focus on improving Quality First Teaching across the curriculum.</li> <li>Support creation of long-term planning in EYFS with focus on communication and language for PPQ children</li> <li>Attend Pupil Progress Meetings, moderate data and identify PPQ children in need of extra support</li> <li>Team Teaching across maths and English to support and improve Quality First Teaching</li> <li>Small group support for PPQ children</li> <li>Overseeing Bursary Provision for Y 5 and 6</li> </ul>	Priority in the Autumn Term has been pupil well-being as the area has been in restrictions since the end of July. Phase Leaders have done 1:1 check in and interventions with pupils across their phases.	£176,015.00

		<ul style="list-style-type: none"> <li>Support behaviour of PPQ pupils with daily check-ins and help create structured behavioural plans</li> <li>Cover for class teachers who are self-isolating</li> <li>Lead Autumn focus on retrieval practice</li> <li>Monitoring of vulnerable children in periods of class self-isolation or Tier 4 lockdown</li> </ul>		
<b>UPDATE</b>	<p>During the autumn term the phase leaders led a focus on retrieval practice by doing informal drop-ins of lessons across the school to see how the school's new focus on retrieval practice was going. They also gathered feedback from staff that was then presented to SLT. Pupil wellbeing was a huge focus in the autumn term and Phase Leaders helped support PPQ children with daily check-ins and the creation of structured behavioural plans where necessary. They also led small group session for PPQ children in maths, reading and writing. Moving into the spring term, the role of the phase leader was to take on a coaching role with their phase. However, with the announcement of lockdown in early January, this was not possible, Phase leaders oversaw the provision of the remote learning in their phases and began contacting families to keep contact with children who were a concern for a number of reasons and whose parents had decided not to send them in under the vulnerable child criteria. Phase leaders oversaw engagement in their phases with the remote learning provided by the school and through frequent contact with families, provided support.</p> <p>Phase leaders carried out a series of book scrutinies in summer term and fed back to staff, they also coordinated and led cross phase book scrutiny in history, computing, RE and science. Phase leaders have coordinated and are leading writing observations and writing book look in summer 2.</p>			
3 x Additional TA 3 to support in EYFS	Additional TAs employed to remove barriers to learning, enhance academic progress, work with students who have significant gaps in learning, ensure accelerated progress	<ul style="list-style-type: none"> <li>Smaller groups for focus activities and within guided reading/writing and maths</li> <li>Daily interventions</li> </ul>	Each TA runs a daily Welcom intervention for those children with low communication skills and a further phonics intervention for any child who was identified in October assessments as needing support.	£72,012.00
<b>UPDATE</b>	<p>They run daily Wellcom sessions and Read Write Inc sessions. They deliver small group focus sessions planned by the class teacher that focus on communication and language. These have continued to run throughout the Spring and summer terms. Wellcom and RWI daily interventions continue to be in place. All children have made good progress within the Wellcom screening assessment. Children in Reception who have a significant language need now have a weekly intervention from the in-house S&amp;L therapist. A member of staff has shadowed this so that the group can be repeated 3x per week. Children in Nursery who have a significant language need receive 1:1 therapy from the S&amp;L therapist. This has also been shadowed and is repeated on a daily basis for these 2 children. Staff continue to model language through play based experiences. Good Level of Development data is slightly lower this year than normal due to school closures. However all children have made a good level of progress within EYFS including those with significant SEN/D needs.</p>			
Bursary Foundation	Additional tuition and support for some of our more able pupils in Year 5 and 6	<ul style="list-style-type: none"> <li>Support through Bursary Foundation Trust providing weekly tuition for identified children in Y5 and 6</li> <li>2 hours of tuition each week for each group of pupils</li> <li>10 sessions for 6 Y6 pupils</li> <li>31 session for 6 Y5 pupils</li> </ul>	The Bursary Foundation has continued its work with 6 Y6 pupils and has now run session throughout Autumn 2 for 3 Y5 pupils that will continue for the rest of the year.	£4,780.60
<b>UPDATE</b>	<p>Bursary Foundation has continued throughout the year. 3 new Y5 children started their tuition in the second half of the autumn term. When the November lockdown was announced, with schools staying open, this provision was moved to a remote one, with lessons being done across Zoom. The Bursary Foundation has continued to set work and engage with the children since the new lockdown was announced in January 2021. Sessions have continued with the 3 x Y5 children remotely throughout the year, plans are now being started for the current Y4 pupils to start their sessions in September.</p>			
Relax Kids programme	Mindfulness programme will be delivered weekly for vulnerable/PP qualifying pupils in small groups in order to build their resilience and confidence both socially and emotionally	<ul style="list-style-type: none"> <li>Delivery of sessions each week for pupils across years 3,4,5 and 6</li> <li>Pupil voice activities at the start and end of programme will be used to develop the programme beyond the given sessions</li> </ul>	The school is looking at starting these sessions in the Spring Term.	£5,800.00
<b>UPDATE</b>	<p>This has not been able to start this year but there are plans for this to begin again either at the end of the spring term or at the beginning of the summer term. Summer Term: These sessions have now started in school and run on 3 different days and are accessed by children in Y1-6</p>			
Restorative Practice	Children will be able to reflect on their own actions and behaviour and	<ul style="list-style-type: none"> <li>Review of behaviour in school including behaviour for learning and at other times within the day (lunchtimes/break times)</li> </ul>	The school has continued with its Restorative Practice approach across the school with plans for	£1, 000.00

	the positive impact on their own learning and that of others	<ul style="list-style-type: none"> <li>Restorative practice training for all staff and new policy development based on the RP principles</li> <li>RP cadet training in years 4,5 and 6</li> </ul>	further training for cadets in the spring term and parents sessions.	
<b>UPDATE</b>	Although no more training has taken place so far this year from Global Policing, there are plans for this to happen later on in the school year with a new group of RP cadets to be trained up in UKS2. The school has continued to use restorative practice as its approach to behaviour management and staff received refresher training in February 2021 in regards to the language of restorative approach and the principles of RP. There have been focuses on .			
Virtual learning Experiences	Reinforce and enhance the learning done in the classroom across all areas of the curriculum. Provide the experiences they would have had through educational visits in the classroom.	<ul style="list-style-type: none"> <li>Provide pupils the opportunity to experience a range of challenging activities alongside their peers</li> <li>Read Write Inc virtual videos</li> <li>Provide extra support through periods of class and self-isolation</li> <li>Expand their knowledge of their wider environment</li> <li>Opportunities to virtually visit places in the UK and around the world that could not normally be accessed</li> <li>Virtual workshops with authors throughout the year</li> </ul>	During the Autumn term there have been 6 virtual author visits across Key Stage 1 and 2 with more booked in for Spring Term and World Book Day. Read Write Inc videos have been shared on the schools new Google Classroom remote learning platform for EYFS and Ks1 classes.	£16,000.00
<b>UPDATE</b>	Classes across the school have had virtual author visits so far this year with more already arranged for the spring term. Although there have been a number of virtual learning experiences in school, most of these do not come with a cost so the number originally quoted will need to be revised. The week of World Book Day, each class had a virtual author visit and author visits have continued in the spring and summer terms.			
Artist	Lead and model art and design teaching across the school. Plan an inclusive curriculum for all learners to increase the profile of art across the school	<ul style="list-style-type: none"> <li>Each year group to have 6 sessions each year</li> <li>Progression of skills across the art curriculum to be the focus</li> <li>Work to be mounted and displayed across the school</li> </ul>	Each year group has completed a unit of work with the artists and work has been displayed across the school. Planning has begun on creating a new art gallery in part of the school.	£7,980.00
<b>UPDATE</b>	The artist carried on delivering art session in school throughout the autumn term. Since lockdown was announced in early January she has created weekly videos for EYFS, KS1 and KS2 with art activities to do at home.			

**Total = £283,087.60**