



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

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	<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.	<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.
C.	<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
D.	<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.

External barriers (issues which also require action outside school, such as low attendance rates)		
E.	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.	
Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	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
Evaluation		
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
Evaluation		
C.	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.
Evaluation		
D.	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.
Evaluation		
E.	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
Evaluation		

2. Key expenditure				
Academic year – September 2019 to July 2020				
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"> On going support for class teachers within their own phase with a focus on improving Quality First Teaching across the curriculum. Support for teaching and learning within core subject areas 		£176,015.00

		<ul style="list-style-type: none"> Coaching sessions Development of professional development programme linked to areas specific to areas of need for individual staff members based on their knowledge/experience Delivery of interventions to identified pupils Monitoring of vulnerable children in periods of class self-isolation or Tier 4 lockdown 		
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"> Smaller groups for focus activities and within guided reading/writing and maths Daily interventions 		£72,012.00
Bursary Foundation	Additional tuition and support for some of our more able pupils in Year 5 and 6	<ul style="list-style-type: none"> Support through Bursary Foundation Trust providing weekly tuition for identified children in Y5 and 6 2 hours of tuition each week for each group of pupils 10 sessions for 6 Y6 pupils 31 session for 6 Y5 pupils 		£4,780.60
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"> Delivery of sessions each week for pupils across years 3,4,5 and 6 Pupil voice activities at the start and end of programme will be used to develop the programme beyond the given sessions 		£5,800.00
Restorative Practice	Children will be able to reflect on their own actions and behaviour and the positive impact on their own learning and that of others	<ul style="list-style-type: none"> Review of behaviour in school including behaviour for learning and at other times within the day (lunchtimes/break times) Restorative practice training for all staff and new policy development based on the RP principles RP cadet training in years 4,5 and 6 		£1, 000.00
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"> Provide pupils the opportunity to experience a range of challenging activities alongside their peers Read Write Inc virtual videos Provide extra support through periods of class and self-isolation Expand their knowledge of their wider environment Opportunities to virtually visit places in the UK and around the world that could not normally be accessed Virtual workshops with authors throughout the year 		£16,000.00
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"> Each year group to have 6 sessions each year Progression of skills across the art curriculum to be the focus Work to be mounted and displayed across the school 		£7,980.00

Total = £283,087.60