

Pupil premium strategy statement

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	Varna Community Primary School
Number of pupils in school	472
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
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	£291,163
Recovery premium funding allocation this academic year	£30,450
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	£321,613

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 3rd 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 2nd 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 2021-2022 the school has 50% pupil premium qualifying pupils of its whole cohort.

All strategies used by the school in terms of the Pupil Premium spend for 2021-2022 have been researched and assessed using the EEF Teaching and Learning Toolkit.

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	Lower Self-Esteem and more frequent behaviour issues across the school, especially at playtime and lunchtimes
4	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

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
Progress in Reading	Achieve above expected progress scores in KS2 Reading
Progress in Writing	Achieve above expected progress scores in KS2 Writing
Progress in Mathematics	Achieve above expected progress scores in KS2 Maths
Progress in Phonics	Achieve above expected score in Phonics Screening Check
Progress in Early Learning Goals	Achieve expected levels in Communication and Language and Literacy ELGs



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: £ 219,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phase Leaders without class responsibility £180,850</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, which. High quality, frequent feedback is a key element of this.</p> <div data-bbox="406 1131 1165 1220" style="border: 1px solid #ccc; padding: 5px; margin: 10px 0;"> <p>Metacognition and self-regulation £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +7</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="406 1668 1165 1713" style="border: 1px solid #ccc; padding: 5px; margin: 10px 0;"> <p>Mastery learning £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5</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 1161 548"> <p>Feedback <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 1161 952"> <p>Reading comprehension strategies <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 £39,000</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>Gathering Evidence Across the School</p>	
--	--	--

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 69,463

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Interventions (cost as part of previously mentioned Subject Leadership Cover teacher)	<p>Before and after school sessions in reading and maths from Spring term onwards targeting PPQ children.</p> <p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>£ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. In the Spring Term, the school began before and after school interventions in reading and maths for PPQ pupils.</p> <p>Sessions have across Y5 and Y6 for PPQ children</p>	1,2
Small Group Interventions £2778	<p>Session to take place across the school day for Y4 PPQ pupils</p> <p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>£ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p>	1,2
3 x Additional TA 3 to support in EYFS £61,642	<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>	1,2

£8,500	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.	
<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>£5,800</p>	<p>High proportion of behaviour incidents and concerns involving children with low self-esteem are PPQ children. PPQ accounted for 47% of the school population last year, yet 74% of behaviour incidents logged on CPOMs were PPQ children.</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>	1,3
<p>School Residential</p> <p>£6,000</p>	<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 Low impact for very low cost based on moderate evidence</p>  <p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p>	1,3,4
<p>Educational Visits</p> <p>£12,000</p>	<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</p>	1,2,3,4

	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.	
--	---	--

Total budgeted cost: £ 321,613

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.

For the previous academic year, the Pupil Premium priorities were as follows:

- 1. 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**

Dec 2020: Wellcom screening was in place with daily interventions for pupils as well as daily Read Write Inc interventions. Long-term EYFS planning was based around core texts so all topics linked back to topic work. Key language was displayed and modelled by staff in different areas for the EYFS set up. Speech and language referrals were carried out as soon as children were identified as having barriers to their communication and language.

Spring 2021: Wellcom and RWI daily interventions continued to be in place. All children made good progress within the Wellcom screening assessment. Children in Reception who had a significant language need had a weekly intervention from the in-house S&L therapist. A member of staff shadowed this so that the group could be repeated 3x per week. Children in Nursery who had a significant language need received 1:1 therapy from the S&L therapist. Staff continued to model language through play-based experiences.

Summer: All these interventions continued throughout the summer term. Good Level of Development data was slightly lower this year than normal due to school closures. However, all children made a good level of progress within EYFS including those with significant SEN/D needs.

- 2. Further raise attainment in reading, writing and mathematics combined for PP qualifying pupils across KS1 both at expected levels and Greater Depth**

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, and Y2 children are now delivered whole class guided reading, in line with the KS2 scheme, when the children completed Read Write Inc. Spring assessment data showed more PPQ children on track in Y1 than at that point last year. Further assessments were planned in Summer term 2 (w/c 14.06.21), followed by moderation week (w/c 21.06.21) and then final pupil review meetings w/c 28.06.21.

Summer:

Children meeting/on track to meet end of phase expectations (teacher assessments)

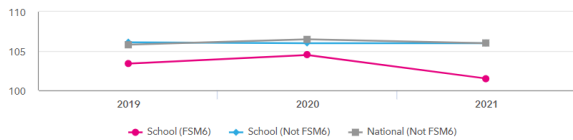
	Reading		Writing		Maths	
	EXP+	EXC	EXP+	EXC	EXP+	EXC
Y3	46.4%	25%	42.9%	3.6%	46.4%	14.3%
Y4	67.7%	17.7%	67.6%	2.9%	61.8%	14.7%
Y5	50%	18.2%	40.9%	9.1%	31.8%	9.1%
Y6	57.6%	12.1%	46.9%	0%	54.5%	6.1%

% of pupils making expected progress

Year group	Reading	Writing	Maths
3	67.9%	67.9%	60.7%
4	81.5%	76.9%	80.8%
5	82.4%	58.8%	47.1%
6	85.7%	80%	78.6%

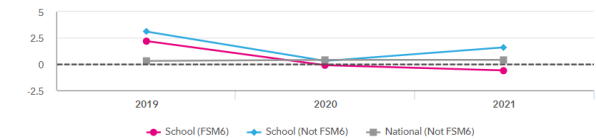
KS2 attainment for disadvantaged pupils 2021

Average Scaled Score (Re, Ma) ▾



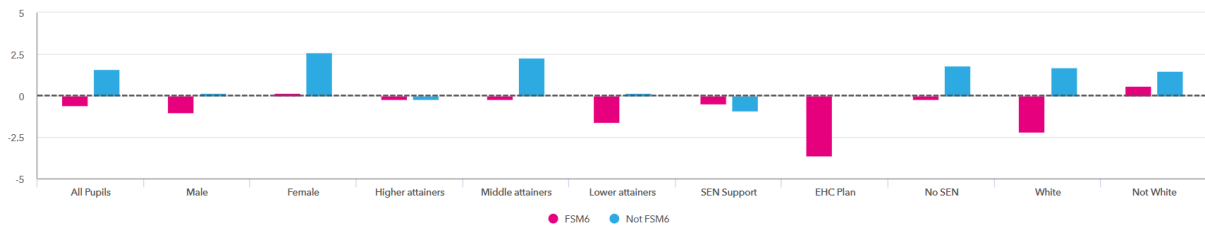
KS2 progress for disadvantaged pupils 2021

Average Scaled Score (Re, Ma) ▾



Progress gap

Average Scaled Score (Re, Ma) ▾



Pupils			Attainment			Progress			
	FSM6	Not FSM6	Average Scaled Score (Re, Ma) ▾			Average Scaled Score (Re, Ma) ▾			
			FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	
Summary	All Pupils	30	29	101.5	106	-4.5	-0.6	1.6	-2.2
Gender	Male	20	12	100.8	103	-2.2	-1	0.1	-1.1
	Female	10	17	102.8	108.1	-5.3	0.1	2.6	-2.5
FFT Prior Attainment	Higher attainers	1	4	111	111.9	-0.9	-0.2	-0.2	0
	Middle attainers	20	20	105	107.4	-2.4	-0.2	2.3	-2.5
	Lower attainers	8	5	92.1	95.4	-3.3	-1.6	0.1	-1.7
SEN Group	SEN Support	4	3	101.1	97.2	3.9	-0.5	-0.9	0.4
	EHC Plan	3	-	90	-	-	-3.6	-	-
	No SEN	23	26	103	107	-4	-0.2	1.8	-2
Ethnic Group	White	12	11	101.3	105.3	-4	-2.2	1.7	-3.9
	Not White	18	18	101.6	106.4	-4.8	0.6	1.5	-0.9

3. 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.

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 passwords 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.

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 was 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.

Summer: Numerous bubble closures in Summer 2 meant that remote learning was accessed across all key stages. In each instance, work was provided for all learners, with special provision for SEND learners and devices were sent out to families who required them.

4. Identify and meet the social, emotional and mental health needs of pupils across the school

Dec 2020: The school 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 took part in regular nationally promoted wellbeing/mental health weeks that year - ~helloyellow (Young Minds), and Children in Need in November.

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 ran in school for identified children from Y1-Y6. Mental Health Team trained as mental health champions through Place to Be training and mental health lead accessed mental health first aid training to be completed before the end of the school year.

Summer: Relax Kids started again for years 1-6 giving support to identified children.

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.