

# Pupil premium strategy statement 2024-2025

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	420 (not including nursery)
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
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	£290,080
Recovery premium funding allocation this academic year	£0
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	£290,080

# 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 2023 Integrated Data Set, published in November of this year, shows the following data in regards to levels of deprivation within the school community:

IDACI Based on pupil postcode	School			LA	School Change	
	2022	2023	2024	2024	2022-2024	2023-2024
No postcode/out of Manchester	0%	0.2%	3.5%	7.5%	3.5%	3.3%
Top 1% (most deprived)	0%	0%	0%	4.8%	0.0%	0.0%
1-5%	3.4%	4%	4.2%	19.9%	0.8%	0.2%
5-10%	45.6%	43.2%	42.8%	18.7%	-2.8%	-0.4%
10-20%	48.4%	49.1%	48.4%	19.3%	0.0%	-0.7%
20-30%	1.1%	2.5%	0.6%	12.7%	-0.5%	-1.9%
30-40%	0.4%	0.6%	0.4%	7.2%	0.0%	-0.2%
40-50%	0%	0%	0%	3%	0.0%	0.0%
50-60%	0%	0%	0%	1.4%	0.0%	0.0%
60-70%	0%	0%	0%	1.3%	0.0%	0.0%
70-80%	1.1%	0.4%	0%	0.9%	-1.1%	-0.4%
80-90%	0%	0%	0%	1.1%	0.0%	0.0%
90-100% (least deprived)	0%	0%	0%	2.3%	0.0%	0.0%

\*Source: Department of Communities and Local Government, Indices of Deprivation 2019

\*\*Based on postcodes from the January census for the years shown

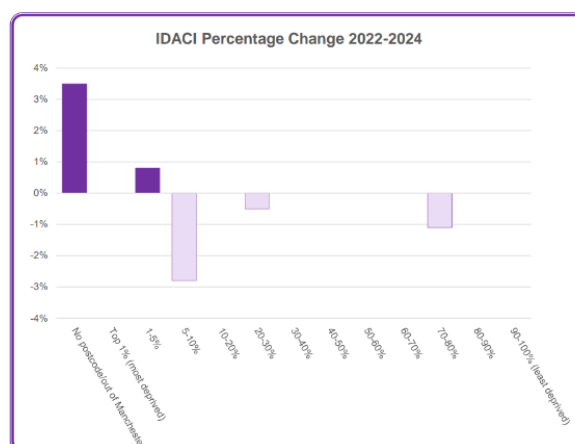
\*\*\*LA and national figures are compared to primary schools

The National Deprivation Affecting Children Index (IDACI) deciles are a valuable tool for several reasons:

- Educational Funding: In the UK, IDACI data is used in the Schools National Funding Formula (NFF) to ensure that schools in deprived areas receive additional funding. This helps to address educational inequalities and support students from low-income families

- Monitoring and Evaluation: IDACI deciles provide a consistent measure to monitor changes in child poverty over time. This helps in evaluating the effectiveness of policies and programs aimed at reducing deprivation

- Research and Analysis: We can use IDACI deciles to study the relationship between child poverty and various outcomes, such as educational attainment, health, and social mobility. This can inform future policy decisions and academic studies



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 2023-2024 the school has 48% pupil premium qualifying pupils of its whole cohort.

All strategies used by the school in terms of the Pupil Premium spend for 2023-2024 have been researched and assessed using the EEF Teaching and Learning Toolkit predominantly, as well as other sources of evidence.

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

- Quality First Teaching is the main driver for improvement in outcomes for PPQ children
- Targeted interventions across the school are also used to help close the gap between PPQ and non-PPQ children
- Subject leadership focus for the whole year is again centred around PPQ, SEND and EAL pupils – observations, pupil and staff voice, work scrutinies
- There is a whole school focus on adaptive teaching
- Pupil Premium Tracking Grids produced by PPQ Lead for reading, Writing and Maths for each year group.
- Weekly Meetings between class teachers and Learning Support Assistants (LSAs) to involve discussion on PPQ children – progress, barriers, interventions etc. This carries on from last year when this was introduced
- Class action plan sheets have been devised to monitor progress and attainment leading up to pupil progress meetings
- Pupils continue to be provided with a range of educational experiences paid for by the school

## 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	<p>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.</p> <p><b>Prime Areas</b></p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Communication and Language</th> <th colspan="3">Personal, Social and Emotional Development</th> <th colspan="2">Physical Development</th> </tr> <tr> <th></th> <th>Listening and Attention and Understanding</th> <th>Speaking</th> <th>Self-regulation</th> <th>Managing Self</th> <th>Building Relationships</th> <th>Fine Motor Skills</th> <th>Gross Motor Skills</th> </tr> </thead> <tbody> <tr> <td>Nursery Cohort:</td> <td>30.125%</td> <td>56.09%</td> <td>43.92%</td> <td>25.805%</td> <td>21.96%</td> <td>35.9%</td> <td>60.415%</td> </tr> <tr> <td>Reception Cohort:</td> <td>50.72%</td> <td>47.14%</td> <td>50.99%</td> <td>54.5%</td> <td>52.91%</td> <td>51.06%</td> <td>61.77%</td> </tr> </tbody> </table> <p><b>Specific Areas</b></p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Literacy</th> <th colspan="2">Mathematics</th> <th colspan="3">Understanding the World</th> <th colspan="2">Expressive Arts and Design</th> </tr> <tr> <th></th> <th>Word Reading</th> <th>Comprehension</th> <th>Writing</th> <th>Number</th> <th>Numerical Patterns</th> <th>Past Present</th> <th>People Culture and Communities</th> <th>The Natural World</th> <th>Creating with Materials</th> <th>Being imaginative and expressive</th> </tr> </thead> <tbody> <tr> <td>Nursery Cohort:</td> <td>32.05%</td> <td>28.045%</td> <td>28.045%</td> <td>39.585%</td> <td>37.5%</td> <td>41.5%</td> <td>21.27%</td> <td>26.12%</td> <td>33.975%</td> <td>28.045%</td> </tr> <tr> <td>Reception Cohort:</td> <td>41.93%</td> <td>43.59%</td> <td>83.99%</td> <td>50.925%</td> <td>49.07%</td> <td>43.78%</td> <td>40.15%</td> <td>45.37%</td> <td>51.06%</td> <td>51%</td> </tr> </tbody> </table>		Communication and Language		Personal, Social and Emotional Development			Physical Development			Listening and Attention and Understanding	Speaking	Self-regulation	Managing Self	Building Relationships	Fine Motor Skills	Gross Motor Skills	Nursery Cohort:	30.125%	56.09%	43.92%	25.805%	21.96%	35.9%	60.415%	Reception Cohort:	50.72%	47.14%	50.99%	54.5%	52.91%	51.06%	61.77%		Literacy			Mathematics		Understanding the World			Expressive Arts and Design			Word Reading	Comprehension	Writing	Number	Numerical Patterns	Past Present	People Culture and Communities	The Natural World	Creating with Materials	Being imaginative and expressive	Nursery Cohort:	32.05%	28.045%	28.045%	39.585%	37.5%	41.5%	21.27%	26.12%	33.975%	28.045%	Reception Cohort:	41.93%	43.59%	83.99%	50.925%	49.07%	43.78%	40.15%	45.37%	51.06%	51%
	Communication and Language		Personal, Social and Emotional Development			Physical Development																																																																							
	Listening and Attention and Understanding	Speaking	Self-regulation	Managing Self	Building Relationships	Fine Motor Skills	Gross Motor Skills																																																																						
Nursery Cohort:	30.125%	56.09%	43.92%	25.805%	21.96%	35.9%	60.415%																																																																						
Reception Cohort:	50.72%	47.14%	50.99%	54.5%	52.91%	51.06%	61.77%																																																																						
	Literacy			Mathematics		Understanding the World			Expressive Arts and Design																																																																				
	Word Reading	Comprehension	Writing	Number	Numerical Patterns	Past Present	People Culture and Communities	The Natural World	Creating with Materials	Being imaginative and expressive																																																																			
Nursery Cohort:	32.05%	28.045%	28.045%	39.585%	37.5%	41.5%	21.27%	26.12%	33.975%	28.045%																																																																			
Reception Cohort:	41.93%	43.59%	83.99%	50.925%	49.07%	43.78%	40.15%	45.37%	51.06%	51%																																																																			
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	<p>Additional Needs of PPQ children:</p> <p><b>Cohorts 2023-2024</b></p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>PPQ Children</th> <th>PPQ with additional SEND need</th> <th>% with SEND</th> <th>PPQ and EAL</th> <th>% with EAL</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>25</td> <td>4</td> <td>16%</td> <td>13</td> <td>52%</td> </tr> <tr> <td>Y2</td> <td>25</td> <td>4</td> <td>16%</td> <td>8</td> <td>32%</td> </tr> <tr> <td>Y3</td> <td>33</td> <td>9</td> <td>27%</td> <td>15</td> <td>45%</td> </tr> <tr> <td>Y4</td> <td>31</td> <td>7</td> <td>23%</td> <td>15</td> <td>48%</td> </tr> <tr> <td>Y5</td> <td>30</td> <td>13</td> <td>43%</td> <td>19</td> <td>63%</td> </tr> <tr> <td>Y6</td> <td>34</td> <td>14</td> <td>41%</td> <td>20</td> <td>59%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>74/237 PPQ children (including EYFS) have a dual SEND need which is 31%</li> <li>112/237 PPQ children (including EYFS) are also EAL which is 47%</li> </ul>	Cohort	PPQ Children	PPQ with additional SEND need	% with SEND	PPQ and EAL	% with EAL	Y1	25	4	16%	13	52%	Y2	25	4	16%	8	32%	Y3	33	9	27%	15	45%	Y4	31	7	23%	15	48%	Y5	30	13	43%	19	63%	Y6	34	14	41%	20	59%																																		
Cohort	PPQ Children	PPQ with additional SEND need	% with SEND	PPQ and EAL	% with EAL																																																																								
Y1	25	4	16%	13	52%																																																																								
Y2	25	4	16%	8	32%																																																																								
Y3	33	9	27%	15	45%																																																																								
Y4	31	7	23%	15	48%																																																																								
Y5	30	13	43%	19	63%																																																																								
Y6	34	14	41%	20	59%																																																																								

## 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
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.	End of summer 2025 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.
Disadvantaged pupils to achieve a Good Level of Development in line with National Average (67% in 2023).	At least in line with 2023 level of 61% and to be in line with national level of 70% in 2023-2024.
Disadvantaged pupils achieve across reading, writing and maths at the end of KS2. Case studies and close monitoring of this group across the year will be used to identify areas of need and support.	End of year outcomes show that the gap between PPQ and non-PQ children achieving the expected standard in R,W and M decreases from 2024 data: 2024 Gaps: Reading: 5.09% Writing: 5.09% Maths: 23.09%
Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.	Teachers and support staff will plan a wide range of visits/memorable events/experiences to inspire/enhance learning and make it memorable. Each year group will spend allocated funding on providing memorable experience days and events which excite and enthuse children to learn across all subjects. This includes the 4 night residential trip offered to all Y6 pupils. The expectation from the leadership of the school is that each class experiences at least 1 educational visit each term.

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: £ 51,734







Activity	Evidence that supports this approach	Challenge number(s) addressed
Phase Leaders without class responsibility £51,734	<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.</p> <p>Mastery approaches to reading (school's own bespoke scheme developed over the last 5 years), writing (evolved version of One Education's) and maths (White Rose 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> <p>Evidence:</p> <div data-bbox="405 1227 1165 1317" style="border: 1px solid #ccc; padding: 5px; margin: 10px 0;"> <p>Metacognition and self-regulation <span style="float: right;">+7</span></p> <p>Very high impact for very low cost based on extensive evidence</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 1765 1149 1809" style="border: 1px solid #ccc; padding: 5px; margin: 10px 0;"> <p>Mastery learning <span style="float: right;">+5</span></p> <p>High impact for very low cost based on limited evidence</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</p>	1,2,3,4,

	<p>additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</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 Learning Support Assistants (LSAs)s to support the mastery approach for PPQ pupils, these being same day interventions for maths and Read Write Inc.</p> <div data-bbox="406 548 1157 616"> <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="406 952 1157 1019"> <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>	
--	---	--


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

Budgeted cost: £ 197,462

Activity	Evidence that supports this approach	Challenge number(s) addressed
3 x Additional TA 3 to	On entry to Reception, most children have low Language and Communication skills. Through daily interventions centred around	1,2


<p>support in EYFS £85,386</p>	<p>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>Adaptive teaching is the focus for observations this year, which will help to support PPQ and SEND children.</p> <p>Evidence:</p> <p>Oral language interventions  </p> <p>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>LSA Level 2 Targeted interventions across the school 2.5 days per week £108,576</p>	<p>Each afternoon LSAs are not class based, they deliver a range of interventions across the school. These cover different areas of the curriculum, as well as addressing social and emotional areas of needs:</p> <ul style="list-style-type: none"> <li>• 1:1 daily reading</li> <li>• RWInc interventions for REC-Y6</li> <li>• Same day maths interventions based around fluency</li> <li>• Colourful Semantics and handwriting</li> <li>• Sensory Circuits</li> <li>• Zones of Emotional Regulation</li> <li>• Blanks</li> <li>• Lego Therapy</li> <li>• Rays of Sunshine</li> </ul> <p>Small group tuition  </p> <p>Moderate impact for low cost based on moderate evidence.</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Teaching Assistant Interventions  </p> <p>Moderate impact for moderate cost based on moderate evidence.</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount</p>	<p>1,2,3,4</p>



	of high-quality interactions they have with their classroom teacher both in and out-of-class.	
Bursary Foundation – additional support for UKS2 for entry to school requiring entrance exams £3,500	<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>Evidence:</p> <p>One to one tuition  <small>High impact for moderate cost based on moderate evidence</small></p>  <p>One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</p> <p>Over the past 4 years, we have had success - PPQ children put forward for the 11+ have passed it, with some going on to be offered full bursary scholarships.</p>	3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 40,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Art Teacher - supporting and developing staff to deliver quality art outcomes to improve art teaching across the school £9,750	<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. Art specialist has worked with the school to create their own art curriculum for the school that is cross-curricular and meets all the expectations of the National Curriculum, as well as a sketching programme across KS1 and KS2 to help develop a range of techniques, promote mindfulness and allow the children more opportunities to be creative.</p> <p>Evidence:</p> <p>Arts participation  <small>Moderate impact for very low cost based on moderate evidence</small></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> <p>OFSTED Research Review series (February 2023): Art and design: 'A report has highlighted a decline in both the quality and quantity of art education in primary schools. There may be a range of reasons for this, including:</p>	1,2,3,4,

	<ul style="list-style-type: none"> <li>• a decline in real-terms funding, so pupils have less access to specialist resources and support</li> <li>• schools focus more on core subjects and less on foundation subjects</li> <li>• primary teachers lack the skills, training and experience to teach a high-quality art curriculum</li> </ul>	
<p>School Residential £10,211 (this is not the total contribution from the school for the trip)</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>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>Evidence:</p> <div data-bbox="354 882 1078 936" data-label="Image"> </div> <p>Physical activity has important benefits in terms of health, wellbeing and physical development.</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>	1,3
<p>Educational Visits £7,000 (this is on the total contribution from the school)</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 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,
<p>School Gardener and outdoor learning £7,333</p>	<p>Children from Y2-6 have been attending weekly sessions to help them develop environmental understanding as well as social and emotional skills. Generally, children to choose what they would like to do, from a range of activities. The general session plan is:</p> <ul style="list-style-type: none"> <li>- circle activity where each person says one thing they have done or enjoyed in the outdoor area</li> <li>- quick exploration of the area to identify changes, work that needs to be done or opportunities</li> <li>- children choose what they would like to do, staff support</li> <li>- circle activity where each person says one thing they have done or enjoyed today</li> </ul> <p>Evidence:</p>	1,3,4

	<p><b>Collaborative learning approaches</b></p> <p>High impact for very low cost based on limited evidence.</p> <p>£ £ £ £ £ £ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒</p> <p>+5</p> <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.</p>	
<p>Debate Mate</p> <p>£1,900</p>	<p>The UK has one of the lowest rates of social mobility amongst OECD countries. This means that children growing up in poverty are less likely to achieve in school, to attend university, and to find productive employment as adults.</p> <p>By the age of seven, children who are eligible for Free School Meals are more than twice as likely as their better-off peers to be behind on expected reading levels. Over 60 percent of these children will fail to achieve five good GCSEs, which significantly increases their chances of becoming unemployed upon leaving school.</p> <p>Debate Mate aims to tackle educational disadvantage in some of Britain's most deprived communities.</p> <p>It does this by recruiting and training university students to run extra-curricular debate workshops in schools with an above average percentage of children eligible for Free School Meals.</p>	<p>3,4</p>
<p>Family Support Worker 1 day per week</p> <p>£4,290</p>	<p>One day a week Family Support Worker working specifically with disadvantaged families across a whole range of issues and challenges:</p> <ul style="list-style-type: none"> <li>• Food banks</li> <li>• Housing</li> <li>• Benefits</li> <li>• General school level support and interventions</li> <li>• White goods scheme</li> <li>• No recourse to public funds families</li> </ul> <p>Evidence:</p> <p><b>Parental engagement</b></p> <p>Moderate impact for very low cost based on extensive evidence.</p> <p>£ £ £ £ £ £ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒</p> <p>+4</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning which includes more intensive programmes for families in crisis.</p>	<p>1,2,3,4</p>

**Total budgeted cost: £ 290,080**

# 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.



### Pupil Premium Data Analysis 2023-2024

#### School vs National KS2 Data

Subject	National	School
RWM	45%	38%
Reading	62%	64%
Writing	58%	64%
Maths	59%	53%

- Above national data for reading and writing
- 7% down in maths and RWM combined
- 6 PPQ children began Y6 either working at the year group(s) below or at EM1, which represents 19% of the Y6 PPQ cohort – 2 of these were not put forward for the KS2 SATs test
- 2 Y6 PPQ children had standardised scores of 99 and 98 in maths
- 13 of the 15 PPQ children who did not get EXP in maths scored 20 or less on the 40 mark arithmetic test. 20 of the 36 questions were Y3, Y4 or Y5

#### Disadvantaged National Gap vs Disadvantaged Varna Gap

	National			School		
	Dis.	Non dis.	Gap	Dis.	Non dis.	Gap
RWM	45%	67%	22%	38%	69%	31%
Reading	62%	79%	17%	64%	68%	4%

Writing	58%	78%	20%	64%	69%	5%
Maths	59%	79%	20%	52%	76%	24%

- Considerably below the gap in reading and writing
- Slightly above in maths
- Gap is higher in RWM combined but this is due to 15 PPQ children not getting the expected standard in maths

TT Rockstars Data for PPQ children who scored 20 or less in their KS2 arithmetic:

### School Internal Data

#### EYFS

#### End of Nursery

	Communication and Language	Literacy	Personal, Social and Emotional development
	Speaking	Writing	Self-Regulation
	EXP+	EXP+	EXP+
Whole cohort (52)	45.10%	45.10%	45.10%
Girls (20)	60%	70%	70%
Boys (32)	35.48%	29.03%	29.03%
PPQ (22)	59.09%	50%	54.55%
NPPQ (28)	34.48%	41.38%	37.93%
BA/OB (15)	40%	53.34%	46.67%
WB (18)	62.50%	37.50%	50%

<b>SEND (9)</b>	<b>0%</b>	<b>11.11%</b>	<b>0%</b>
-----------------	-----------	---------------	-----------

- PPQ children are outperforming Non-PPQ children in speaking, writing and self-regulation

### Pupils making Expected Progress

	<b>Numbers</b>	<b>Self-Regulation</b>	<b>Writing</b>	<b>Speaking</b>
<b>Whole class</b>	52	80.77%	86.54%	82.69%
<b>Girls</b>	20	80%	100%	80%
<b>Boys</b>	32	81.25%	78.13%	84.36%
<b>PPQ</b>	<b>22</b>	<b>81.82%</b>	<b>86.36%</b>	<b>81.82%</b>
<b>NPPQ</b>	<b>28</b>	<b>78.57%</b>	<b>85.71%</b>	<b>82.14%</b>
<b>SEND</b>	15	60%	73.33%	53.33%
<b>BA/OB</b>	8	80%	37.5%	50%
<b>WB</b>	9	88.89%	88.89%	88.89%

- Progress scores are also up in everything except for Speaking where the difference is 0.32%

### End of Reception

	<b>Word Reading</b>	<b>Comprehension</b>	<b>Writing</b>	<b>Speaking</b>	<b>Number</b>	<b>GLD</b>
	<b>EXP+</b>	<b>EXP+</b>	<b>EXP+</b>	<b>EXP+</b>	<b>EXP+</b>	<b>EXP +</b>
<b>Whole cohort (60)</b>	71.19%	77.97%	69.49%	77.97%	76.27%	66.10%
<b>Girls (29)</b>	80.00%	90.00%	80.00%	90.00%	80.00%	76.67%
<b>Boys (31)</b>	62.07%	65.52%	58.62%	65.52%	72.41%	55.17%

<b>PPQ (23)</b>	<b>56.00%</b>	<b>68.00%</b>	<b>52.00%</b>	<b>68.00%</b>	<b>64.00%</b>	<b>48.00%</b>
<b>NPPQ (37)</b>	<b>82.35%</b>	<b>85.29%</b>	<b>82.35%</b>	<b>85.29%</b>	<b>85.29%</b>	<b>79.41%</b>
<b>BA/OB (16)</b>	71.43%	76.19%	71.43%	76.19%	76.19%	71.43%
<b>WB (11)</b>	50.00%	78.57%	42.86%	78.57%	64.29%	42.86%
<b>SEND (14)</b>	28.57%	21.43%	28.57%	21.43%	28.57%	14.29%

	<b>Word Reading</b>	<b>Comprehension</b>	<b>Writing</b>	<b>Speaking</b>	<b>Number</b>	<b>GLD</b>
<b>PPQ</b>	56%	68%	52%	68%	64%	48%
<b>Non-PPQ</b>	82.35%	85.29%	82.35%	85.29%	85.29%	79.41%
<b>Difference</b>	<b>26.35</b>	<b>17.29</b>	<b>33.35</b>	<b>17.29</b>	<b>21.29</b>	<b>31.41</b>

- Noticeable gap between PPQ and non-PPQ in all areas

#### **% of Pupils making progress**

	<b>Numbers</b>	<b>Word Reading</b>	<b>Writing</b>	<b>Number</b>	<b>Speaking</b>
<b>Whole class</b>	59	76.27%	86.44%	88.14%	91.53%
<b>Girls</b>	30	73.33%	93.33%	86.67%	96.67%
<b>Boys</b>	29	72.41%	79.31%	89.65%	86.21%
<b>PPQ</b>	<b>25</b>	<b>68%</b>	<b>80%</b>	<b>88%</b>	<b>88%</b>
<b>NPPQ</b>	<b>34</b>	<b>76.47%</b>	<b>91.17%</b>	<b>88.24%</b>	<b>94.12%</b>
<b>SEND</b>	14	57.14%	64.29%	78.57%	78.57%
<b>BA/OB</b>	13	76.92%	84.62%	92.31%	84.62%
<b>WB</b>	14	64.29%	78.57%	78.57%	85.71%

- 
- Progress gap in all areas – need to look at word reading separately as progress is down for both PPQ and non-PPQ compared to other areas

## Progress across the school

	READING			WRITING			MATHS		
	PPQ	NON PPQ	DIFF.	PPQ	NON PPQ	DIFF.	PPQ	NON PPQ	DIFF.
Y1	88.46	85.29	+3.17	73.08	76.47	3.29	88.46	94.12	5.56
Y2	73.92	66.67	+7.25	65.22	70.37	5.15	78.26	88.89	10.63
Y3	87.10	75.00	+12.1	83.87	82.14	+1.73	75.01	96.43	21.42
Y4	80.00	81.82	1.82	67.74	90.91	22.17	79.42	88.00	8.58
Y5	72.97	77.27	4.3	97.29	90.91	+6.38	86.49	77.27	+9.22
Y6	91.67	70.37	+21.3	80.56	92.59	12.03	75.00	74.08	+0.92

- Progress for reading is above or roughly in line for each year group
- Progress in writing is above in each year group
- Progress in maths is below in Y2,3 and 4 but above in Y5 and Y6

## Attainment

READING						
	PPQ	Non PPQ		PPQ	Non PPQ	
	EXP	EXP	Difference	EXC	EXC	Difference
Y1	72	68.76	+3.24	8	28.13	20.13
Y2	55.55	59.38	3.83	7.41	18.75	11.34
Y3	71.88	78.57	6.69	12.5	28.57	16.07
Y4	61.29	88	26.71	9.68	24	14.32
Y5	62.50	82.61	20.11	12.5	30.43	17.93
Y6	63.88	68.97	5.09	25	37.93	12.93

- The attainment gap is roughly in line in Y2, 3 and Y5 but considerably higher in Y4 and Y5



WRITING						
	PPQ	Non PPQ		PPQ	Non PPQ	
	EXP	EXP	Difference	EXC	EXC	Difference
Y1	61.54	68.76	7.22	7.69	12.5	4.81
Y2	44.44	43.76	+0.68	7.41	3.13	+4.28
Y3	75.01	64.28	+10.73	6.25	10.71	4.46
Y4	47.05	80.77	33.82	11.76	3.85	+7.91
Y5	82.5	95.66	13.16	2.5	4.35	1.85
Y6	63.89	68.96	5.07	5.56	13.79	8.23

MATHS						
	PPQ	Non PPQ		PPQ	Non PPQ	
	EXP	EXP	Difference	EXC	EXC	Difference
Y1	69.23	68.76	+0.47	7.69	28.13	20.44
Y2	59.26	68.75	9.49	18.52	12.5	+6.02
Y3	48.48	85.72	37.24	15.15	25	9.85
Y4	52.94	84.61	31.67	8.82	19.23	10.41
Y5	57.50	73.90	16.4	10	30.43	20.43
Y6	52.77	75.86	23.09	13.89	13.79	+0.1

- The gap is considerably higher in Y3,4,5 and 6
- Arithmetic scores in summer test – PPQ children scoring less than 50% in arithmetic test:

• Class	• % of PPQ children below 50% in arithmetic
• 3B	• 69%
• 3M	• 33%
• 4H	• 53%
• 4N	• 75%
• 5B	• 76%
• 5DH	• 71%

•

### Other Relevant Information

#### Cohorts 2023-2024

Cohort	PPQ Children	PPQ with additional SEND need	% with SEND	PPQ and EAL	% with EAL
Y1	25	4	16%	13	52%
Y2	25	4	16%	8	32%
Y3	33	9	27%	15	45%
Y4	31	7	23%	15	48%
Y5	30	13	43%	19	63%
Y6	34	14	41%	20	59%

- 74/237 PPQ children (including EYFS) have a dual SEND need which is 31%
- 112/237 PPQ children (including EYFS) are also EAL which is 47%

#### Mobility

- Of the 250 PPQ children in Y1-Y6, 76 joined after their nursery September start date for their year group
- 21 PPQ children from Y2-Y6 joined in the last 2 academic years (post-covid)

--

## 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*

<b>Programme</b>	<b>Provider</b>
The Literacy Shed Plus	
Times Table Rockstars	
Power Maths	
Language Angels	
Charanga	
Read Write Inc.	
Snap Science	
I Matter Curriculum	

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
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.*