

Pupil premium strategy statement 2021-2022

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	Varndean School
Number of pupils in school	1461
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Mrs Shelley Baker
Pupil premium lead	Mrs Elise James
Governor / Trustee lead	Mr Simon Bowes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£353,815
Recovery premium funding allocation this academic year	£47,195
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	£401,010

Part A: Pupil premium strategy plan

Statement of intent

How is the money used by Varndean School?

The Education Endowment Fund (EEF) published The EEF Guide to Pupil Premium in 2021 recommending a tiered approach to Pupil Premium spending. In this publication, teaching,



including CPD and support for new teachers constitutes the top priority. This is due to numerous studies that have found that the most effective intervention is consistently great teaching, every lesson, every day. This is captured in Varndean's School World Class vision including World Class Teaching and Learning. We strongly believe that if we have an expertly trained teaching staff, who are leaders of their own subjects, reflective and engaged in research about what makes the most difference to student outcomes (in particular the outcomes of PP students) and these staff are well resourced, supported and held to account, then our students will do well. Varndean has invested significant time in developing World Class Teaching and Learning to further develop practice resulting in good outcomes for students. We know that if we can get the classroom experience right for all students with close monitoring of progress for all, PP achievement will follow from that. As such, the bulk of our PPF is used to facilitate excellent classroom teaching, as well as removing the barriers for our disadvantaged and this year largely focusing on the impact Covid has had on PP students and supporting them through inclusive teaching. The tiered approach recommended in the EEF Guide to Pupil Premium (2021) suggests the following breakdown of priority with funds contributing to teaching and some targeted to academic support and wider strategies.

Tier 1: Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving the inclusivity of their teaching, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

Tier 2: Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and support staff can provide targeted academic support, including how to link structured one-to-one or small group support to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Tier 3: Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. We place high priority on students having access to digital devices to enable all students to access school work/prep at home, placing no student at a disadvantage.

Some other points we would make regarding PPF are:



An element of PPF is applied to individual / small group support for students whose behavioural / emotional difficulties are affecting their engagement and progress. In turn, proactive pastoral support is a priority for all Pupil Premium students with regular reviews of pastoral interventions.

Where appropriate, we use PPF to provide culturally, sporting, academically and socially enriching opportunities for students. This increase in 'cultural capital' means students eligible for PPF are less disadvantaged by a lack of broader, enriching educational experiences, something we know affects their aspirations, development and progression from Y7 onwards

Students are assessed regularly and their progress is measured against ambitious targets. Analysis of assessment outcomes at each learning cycle identifies gaps between groups (e.g. PP vs non-PP) and interventions are planned using this analysis. The impact of interventions is evaluated by classroom teachers, middle leaders, senior leaders and focused on by the PupilPremium lead who links with the SEND department. Creation of a school wide Pupil Premium index ensures a consistent measure of barriers to attainment to ensure early intervention using evidence based strategies and pastoral support.

The following strategy statement indicates the scope of PPF at Varndean and the key barriers, actions, areas of expenditure and areas of support offered.

“The closure of schools is likely to have a considerable impact for all pupils, but the largest impact is likely to fall on those from the poorest families. Students from disadvantaged backgrounds are already twice as likely to leave formal education without GCSEs in English and maths compared to their better off classmates. We already know that time away from school, for example during the summer holidays, widens this gap. Furthermore, due to the ongoing economic crisis caused by the pandemic, many more families will be facing other challenges which indirectly impact on attainment, such as increased poverty and food insecurity.” R. Montacute, 2020 for The Sutton Trust

Challenges

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

Challenge number	Detail of challenge
1	Improving academic outcomes for progress and attainment and narrowing the gap for PP students with an additional focus on reading
2	Improving attendance and punctuality for PP students



3	Improving parental engagement and removing barriers to learning for all PP students such as access to digital devices
4	Ensuring PP students have access to World Class opportunities to raise aspirations, improve motivation and widen cultural capital
5	To support pupil Premium students with their Social, Emotional and Mental health needs and ensure that pupil wellbeing is a school priority and intrinsic to every aspect of school life.

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
Improving academic outcomes for progress and attainment and narrowing the gap for PP students with an additional focus on reading	Using the PP index as a measure, progress gaps narrow between PP v Non-PP: The reading age gaps between pupil premium students and non pupil premium students narrow over time. Progress 8 scores narrow with -0.20 - 0.00 P8 expected for PP to show progress on 2020 data (-0.19 best so far 2018) to stabilise. Average A2L score for Pupil Premium Target = 1.5 (E = 1; G = 2; D=3; I=4)
Improving attendance and punctuality for PP students	Attendance gaps narrow between PP v Non-PP and movement from P4-P0 is made on the PP index -Cohort attendance to rise between 0.75 and 1.25% in each school -Reduce PAs in each school by 25% -PP Gap <4%
Improving parental engagement and removing barriers to learning for all PP students such as access to digital devices	-PP mapping in SIMs shows an increase in positive parental engagement -All PP students have access to a device to access remote learning and prep
Ensuring PP students have access to World Class opportunities to raise aspirations, improve motivation and widen cultural capital	PP students increasingly participate in whole school opportunities, trips and other educational opportunities -Mapping through tutors/Extra curricular engagement and responsiveness to students



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: £277,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assess, plan do,review: Create a school wide PP Index to support the identification of barriers for PP students	EEF Guide to the Pupil Premium (2021) recommends a robust identification of barriers with clear implementation, monitoring and evaluation.	1:Improving academic outcomes for progress and attainment and narrowing the gap for PP students with an additional focus on reading
Leadership: Ensure the PP strategy is a priority for leaders at all levels and embedded through creation of new meeting cycle: -PP lead and HT meet weekly to discuss progress of PP strategy -SLT have PP strategy as part of their individual strategies -Heads of school have PP actions in improvement plan -DHoS discuss interventions in weekly meetings -HODs have PP actions in department improvement plan which are discussed in Student Progress meetings	‘Recommendations for tackling educational disadvantage- an interrelated process’ (Rowland,R,2021)outlines the need for all Pupil Premium strategy to be embedded in the culture and leadership of a school.	1-5
Ensure all PP students access Quality First Teaching and learning in all lessons : -Ensure inclusive practices are in place in all classrooms	EEF Guide to the Pupil Premium (2021) tiered approach to school improvement Inclusion and the maturity index (Rowland, M, 2021) EEF recommendations on TA use Making	1



<p>with ambition for all students:</p> <ul style="list-style-type: none"> -Explicit modelling of a culture of inclusion - behaviour approaches/teaching environment/resources/language used -Clear guidelines, expectations and signposting to resources through INSET briefings and T&L Google site around 'inclusive practices' -Embedded access to T and L consistencies seen within cycle of 'Bright spot' lesson drop ins -Effective deployed of teaching assistants to meet student needs in lessons -Support in place for Departments where staff have CPD needs around inclusive practises and needs of student groups -Link to SEND strategy - annual reviews of PP/EHCP with enhanced team around most vulnerable 	<p>best use of Teaching assistants and research (Webster,Blatchford & Russell,2013)</p>	
<p>Professional development of staff: CPD Programme is focussed sharply on improving the quality of teaching for the most vulnerable through the exploration of data and department reviews. teaching staff are able to employ a variety of effective pedagogical strategies to close the gap for disadvantaged students and meet all student need.</p>	<p>EEF Guide to the Pupil Premium (2021) tiered approach to school improvement recommends CPD to support High Quality Teaching EEF Guide to professional development (2021)</p>	<p>1</p>



<p>Ensuring a broad and balanced curriculum with access to all, especially Pupil Premium:</p> <ul style="list-style-type: none"> -Leaders construct a curriculum that is ambitious for all pupils (with due regard to equalities) -The curriculum is well sequenced so pupils develop sufficient knowledge -The curriculum is successfully adapted to meet the needs all student groups 	<p>EEF Teaching and Learning toolkit (2019) focus on metacognition</p>	<p>1</p>
<p>Improve AtL for all PP students</p> <ul style="list-style-type: none"> -Ensure all PP students have access to Chrome book with Year 7 needs identified, costed and resources distributed -Provide learning resources materials/reading books for PP students through school bases -Extend academic mentoring through school bases and bespoke programmes with individual recognition for positive A2L -Heads of Departments prioritise PP revision access with specific gaps tracked and addressed. -Ongoing discussion of individual A2L through DHOS meetings with key actions 	<p>EEF Guide to the Pupil Premium (2021) recommends a robust identification of barriers with clear implementation, monitoring and evaluation.</p>	<p>1</p>
<p>Improve the progress of disadvantaged students with SEND through Quality First Teaching with teachers planning for and putting into practice a range of strategies and approaches which meet</p>	<p>Supporting SEND (Ofsted, 2021) SEND code of practice (2015) outlines the process of Assess, Plan, Do review and co-production for K and EHCP students. Accessing Quality first teaching is essential for all students with SEND.</p>	<p>1</p>



<p>the needs of all students with support from ILS.</p> <ul style="list-style-type: none"> -CPD workshops for staff on specific strategies to use with SEND students. -One-page student profiles - SSPs with reasonable adjustments outlined. -Class level differentiation and ILS support. -Enhanced team for EHCP/PP students to build capacity for growing need. 		
<p>Improve transitional progress from KS2 to KS3 for vulnerable students</p> <ul style="list-style-type: none"> -HODs/Transition lead and SENDco continue to develop partnership working with Primary schools to improve knowledge of the curriculum from EYFS to KS4 -Use of data and Vulnerability index -Transition programme developed for 22/23 	<p>To ensure that there is no 'summer dip' for PP students moving from Year 6 to Year 7.</p>	<p>1-5</p>
<p>Staff use subject specific platforms to set homework. Increase in the amount of PP students completing work outside of school hours.</p> <ul style="list-style-type: none"> -GCSEpod is embedded for students. Use of the programme is monitored. -Heads of Department prioritise PP for After school Learning sessions 	<p>SIMS data on Prep completion Learning cycle and PPE data</p>	<p>1</p>

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



Budgeted cost: £44,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Remove literacy as a barrier for PP students with baseline reading ages used to inform PP index to identify key barriers:</p> <ul style="list-style-type: none"> -STAR reading tests for all students in all year groups -Instructional planning reports on STAR to be shared to inform teaching approaches -APDR is used for targeted, evidence-based literacy interventions such as Bedrock, SLT reading and Lexonik small group reading. 	<p>EEF 'Putting evidence to work'(2019) guidance document recommends a staged implementation of interventions with robust diagnosis processes.</p> <p>Our school wide testing of reading ages at the start of this year show the reading age gaps in months for Pupil premium and their non Pupil Premium peers to be significant:</p> <p>Year 7 - 18 Year 8 -22 Year 9 -19 Year 10 -15 Year 11 -22</p>	<p>1.</p>
<p>Provide individual and small group tutoring to close the academic gap for PP students:</p> <ul style="list-style-type: none"> -Bespoke use of the National Tutoring Programme and School led tutoring with tutoring programmes having clear links to the core curriculum with frequent monitoring of impact 	<p>NTP 'Best evidence for tutoring practice in School'(2021)</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1.</p>
<p>Enhanced Social, Emotional and mental health provision for Pupil Premium students</p> <ul style="list-style-type: none"> -1:1 and group mentoring for students with focus on wellbeing and self esteem -Training for school leaders around the individual needs of Pupil Premium students -increased resources to support regulation for School bases 	<p>Addressing Educational disadvantage -Social, Emotional and mental Health (Rowland, 2021)</p>	<p>1,2 and 5</p>



<ul style="list-style-type: none"> -Wellbeing evenings designed for parents and students to attend together with a focus on managing stress/anxiety and transitions -Five school leadership with key focus on proactive pastoral care for Pupil Premium students - Use of The Space as an Alternative provision for students with SEMH needs -Use of the Eco Hut to support students with ASC and their emotional wellbeing and self regulation -Triage plus, Triage and Vulnerable student register establish need and in school or outside agency led by school bases and safeguarding lead. -Research around specific mental health approaches for Pupil Premium 		
<ul style="list-style-type: none"> Use of Pupil Premium index to establish key interventions needed for PP students with clear monitoring of impact. -Deployment of additional staff in Space/ILS working with PP -Subject specific PP intervention 	Pupil Premium index	1.

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

Budgeted cost: £80,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the wider curriculum offer meets the needs of PP students needing focused	EEF Guide to the Pupil Premium (2021) Tier 3	2,4



intervention and/or Alternative provision		
All PP students have an identified career pathway at all stages of school	Post 16 destinations - Gatsby Benchmarks 100%	3-5
PP students participate in extra-curricular and interform opportunities with attendance monitored and priority groups addressed	EEF Guide to the Pupil Premium (2021) Tier 3	4
Acknowledge, develop and reinforce strong parental engagement strategies to connect school and home to add momentum to implemented strategies -Wellbeing and Progress evenings: ensure PP families can access -Home school communications streamlined and explained -Chromebook workshops	EEF Teaching and Learning toolkit-Parental engagement	3
To work with the pupil premium network group to develop effective PP practice. -Joint strategic planning with similar schools. -To utilise expertise across the Brighton and Hove schools' network.	Sharing best practice, implementing and assessing impact - EEF 'Putting evidence to work' (2019)	1-5
Ensure PP students have access to high quality personal support to improve attendance, engagement in school work and motivation. -Five School Structure and full-time in-house Education Welfare Officer -Attendance officer employed continues to chase attendance issues and	Embedding principles of good practice set out in DfE's Improving School Attendance advice	2



<p>focus on disadvantaged students, with the support of the pastoral team and PP lead</p> <ul style="list-style-type: none">-Teachers use strategies to ensure that students access work when not present-Breakfast Club - for disadvantaged students across all years.		
<p>Ensure all children have fair access to trips/uniform/equipment and internet access/school communications</p> <ul style="list-style-type: none">-Fund of hardship money available to support unplanned requests for support.-EMAS support for EAL families	<p>Experience of working with families and working with other schools within the City around use of budgets has informed this decision.</p>	<p>1-5</p>

Total budgeted cost: £402,206



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.

2. Attainment 2021 from data submitted to exam boards

	Pupils eligible for PP	Pupils not eligible for PP
% achieving 4+ English	67%	94%
% achieving 4+ Maths	63%	93%
% achieving 4+ EM	53%	90%
% achieving 5+ English	40%	85%
% achieving 5+ Maths	42%	85%
% achieving 5+ EM	26% (25% = National Disadvantaged in 2018-19)	79% (50% = National Non-Disadvantaged in 2018-19)
Progress 8 score P8 All = 0.56 (Eng = 0.22; Math = 0.80; Ebacc = 0.73; Other = 0.45) P8 PP-Non PP P8 Gap = -1.09	P8 PP = -0.29 (Eng = -0.53; Math = -0.03; Ebacc = -0.10; Other = -0.47)	P8 Non-PP = 0.80 (Eng = 0.43; Math = 1.03; Ebacc = 0.97; Other = 0.71)



(Eng = -0.96; Mat = -1.06; Ebacc = -1.07; Other = -1.18)		
Attainment 8 score average	40.8 (36.7 = National Disadvantaged in 2018-19)	63.2 (50.3 = National Non-Disadvantaged in 2018-19)

Academic Year 2020/21 review

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was still behind their non pupil premium peers, with the widest gaps being in those achieving a 5+ in English and Maths. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. However, many pupils benefited from the vulnerable pupil provision in school alongside provision of chromebooks for home use and individual remote mentoring by staff. However, our non pupil premium students achieved well above the national average (18/19 - Last validated data) in both English and Maths and attainment 8.

Overall PP attendance in 2020/21 was marginally higher than in the preceding year at 90.44% (2018-19 = 90.37%). In 2020-21 absence among disadvantaged pupils was 4.4% higher than their peers, which is a smaller gap than in 2018-19, where the gap was 5.3%. However the gap in persistent absence between PP and Non-PP pupils was 21.4% in 2019-20, which is higher than in 2018-19, where the gap was 20.2%. This is why persistent Absence of PP Pupils should be the focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. In addition through the creation of a school wide Pupil Premium index, we have identified a clear need for a reading intervention intervention pathway for the majority of Pupil premium students. There is a significant gap in reading age between Pupil Premium students and non Pupil Premium students across all year groups.



<p>The three headings explain how we used the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.</p>	
<p>i. Quality of teaching for all</p>	
<p>Desired outcome</p>	<p>Evaluation and next steps</p>
<p>Quality First Teaching</p>	<p>Quality of teaching continues to improve across the school with a clear focus on T&L consistencies through CPD and QA at whole school, middle and senior leadership level.</p> <p>Next steps: Continue to drive T&L standards through the consistencies with a strong focus on inclusive practices to support the most vulnerable post-Covid.</p>
<p>Raising the importance through bespoke Literacy CPD, briefing presentations and Knowledge Organisers.</p>	<p>Literacy in tutor time programme developed cultural capital through the explicit tuition of etymology and root words shared through briefing.</p> <p>Tutors have tools/resources to deliver DEAR time effectively and students are finishing whole books with the support of AR.</p> <p>Next steps: Despite great efforts to engage PP students during lockdown, some PP students did not engage and are now receiving additional catch up support in 2021/2022 and a further focus on reading is needed for PP students through the School Literacy Strategy.</p>
<p>Professional development of staff.</p>	<p>CPD programme focused sharply on improving the quality of teaching through the exploration of data and dept reviews.</p> <p>Reviewed by Challenge Partners.</p> <p>Subject leaders have scrutinised their curriculum intent, implementation and impact.</p> <p>Subsequent CPD worked with HODs to ensure department curriculums were broad, balanced and appropriately sequenced to support disadvantaged learners to succeed.</p> <p>Next steps: Continue to focus on CPD to support staff to support PP in post-Covid recovery curriculum with a focus on understand student need, using school support plans and providing tools to ensure all students are making expected progress in all lessons.</p>
<p>Improve the progress of disadvantaged students with SEND</p>	<p>Whilst provision for SEN students has strengths, we recognise that we have a clear need to improve provision for PP / SEN.</p> <p>Next steps: Continue to focus on this with a renewed strategy with the Pupil Premium lead and the SENDCo.</p>



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ii. Targeted Academic Support	
Desired outcome	Evaluation and next steps
Allocate PP students a pupil premium champion	<p>This proved a successful model but by developing the role of the tutor during lockdown, we have provided time for the tutor to carry out this role and there will be an emphasis developed on the role of the tutor for 21/22.</p> <p>Next steps: Develop the role of the tutor as a whole school strategy. Central to this is the role of tutors and school leaders in supporting academic progress of PP students.</p>
Raising Standards Team identify, support and monitor PP students and their progress.	<p>The gap has widened between PP and non-PP due to non-PP benefiting from intervention programmes in place.</p> <p>Next steps: Refine the use of intervention to focus on key barriers to learning identified in the Pupil Premium index with frequent monitoring through assess, plan, do, review each learning cycle.</p>
Access to digital devices allows students to access prep and revision	<p>During lockdown, all students had access to digital devices with pastoral staff ensuring frequent support for home.</p> <p>Next steps: This policy will continue for all Pupil Premium students with a focus on building communication with families and support through family workshops when giving out devices.</p>

iii. Wider strategies	
Desired outcome	Evaluation and next steps
Offer PP students external opportunities to raise aspirations.	<p>Due to Covid, the programme was not finished. This is being rolled over for 20/21.</p> <p><i>Next steps: Continue with the paid programmes for PP students in 21/22</i></p>
Ensure PP students have access to high quality personal support to improve attendance, engagement in	<p>Attendance monitoring continues with an enhanced team</p> <p><i>Next steps: We continue to refine the EWO role and are reviewing our breakfast club offer for pupil premium.</i></p> <p><i>Well being continues to be a key priority for Pupil Premium</i></p>



school work and motivation.	<i>students measured through the small school reviews.</i>
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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
N/A	

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)

<i>Contact PP lead to discuss the working Pupil Premium strategy document and its implementation.</i>
