

## PPG School Proposals 2019/20



The Pupil Premium (PP) funding is allocated to schools based on the number of children who are eligible for Free School Meals (FSM); those who have been eligible at any point over the last 6 years (Ever 6); children of service families and children who are looked after by the local authority (CLA). This funding is to be used to ensure that these pupils make good progress and achieve well in their education.

At South Bersted we support all our pupils. We do this by providing high quality classroom teaching supplemented by interventions to support vulnerable learners as and when required. The school's Senior Leadership Team and Governing Body monitor the impact of all spending and interventions, including PP. The PP Grant has been used to support the families and children who are entitled to the funding, whilst also supporting others wherever possible.

At our school we believe that effective teaching and a creative, child centred curriculum, together with an emphasis on Christian values and beliefs, enables all learners to recognise and achieve high standards. We are committed to ensuring all learners make the progress of which they are capable. Our vision is based on John 10:10 which believes in educating the whole child, therefore our Pupil Premium proposals focus around the strategies needed to allow all children to embrace challenges and become lifelong learners in a safe, secure and nurturing environment.

Number of pupils and Pupil Premium Grant (PPG) received	
Total numbers of pupils on roll at October 2019 census	206
Total numbers of pupils eligible for Pupil Premium Grant (PPG) and PPG plus	36
Amount of PPG received per pupil	1320.00
<b>Total amount of PPG received</b>	<b>27,545 (September 19 – March 20)</b>

Allocation of PPG (September 2019 – March 2020)	
Attendance and well-being	Cost
Psychotherapy	3663
Breakfast Club for vulnerable pupils	3726
Nurture Groups / Inclusion Management	2137
Learning support	
Raise attainment /achievement of PP in reading	16,620
Raise attainment /achievement of PP in mathematics	
Enable pupils to access a wider curriculum via trips and visits	1166
Senior Leadership Team time	233
<b>Total:-</b>	<b>27,545</b>

2018 – 2019 Attainment		
	Pupils eligible for PP	All Pupils (national in brackets)
% achieving expected standard in reading writing and maths at Key Stage 2	25%	55% (65%)
KS1 – 2 Progress measure for reading	Not yet released	0.26
KS1 – 2 Progress measure for writing	Not yet released	-0.04
KS1 – 2 Progress measure for maths	Not yet released	1.67
KS1 – reading EXS	50%	70% (75%)
KS1 – writing EXS	50%	63% (70%)
KS1 – maths EXS	62.5%	70% (76%)
Y1 - Phonics reached expected standard	0%	80% (82.5%)
EYFS – Good Level Development	100%	63% (71.8%)
Attendance - % of sessions missed	4.8%	4.5%

To raise the quality of education by....				
Intent	Rationale	Implementation	Impact	Lessons learned (and whether we will continue with this approach)
Ensuring children from low starting points receive early intervention to make accelerated progress in reading and writing and close the attainment gap.	<p>Children come in with low vocabulary and reading in EYFS. Current EYFS GLD for reading was 66.7% (whole cohort) and 63.3% for writing (whole cohort)</p> <p>KS1 attainment gap:</p> <p>Reading currently has the largest gap across the school between PPG and Non-PPG -8%</p> <p>The writing gap across the school is currently 3.2%</p> <p>In school data shows the progress gap is larger for PPG and Non-PPG in reading and writing from KS1-KS2 and EYFS-KS2</p> <p>3 tiered approach to be taken following EEF research</p> <ul style="list-style-type: none"> <li>- Teaching – improving quality first teaching for all children</li> <li>- Targeted academic support</li> <li>- Wider strategies</li> </ul>	<p>InCo to support tier 2 – targeted academic support providing early intervention to children from low starting points. Identified children make accelerated progress from their starting points.</p> <p>Tier 2 class based TA interventions to be used to target identified children in KS1 and KS2 – target children make accelerated progress</p> <p>Provide engaging texts for tier 2 support groups and engage parents to read these books with children at home – specific and targeted reading homework.</p> <p>Tier 1 and 2 phonics teaching to ensure children make accelerated progress – Year 1 phonics score to be above national. Children who did not pass the Year 1 phonics test get additional support and pass the retake.</p> <p>InCo to monitor and assess tier 2 approaches – provide CPD where necessary</p> <p>Embed Talk for Writing in KS1 and into KS2 where appropriate and provide further CPD for identified staff to ensure a high standard of tier 1 teaching and learning in reading and writing</p> <p>Provide conferencing for key children with teachers and TAs to increase immediate feedback and ensure clear targets.</p> <p>Provide a reading mentors for identified children – KS2 children paired with KS1 – accelerated progress in reading ages.</p> <p>Develop a reading nook to support children’s love of reading and reading for pleasure.</p> <p>One-on-one, teacher led, tuition for CLA PPG children to accelerate progress</p> <p>Targeted support by DHT in Year 6 for identified pupils to accelerate progress</p>	<p>Identified children make accelerated progress based on in school data systems</p> <p>Target children’s books show accelerated progress – evidence of immediate feedback and rapid intervention moves learning on.</p> <p>Intervention groups show accelerated progress in reading ages compared to baseline.</p> <p>The gap between PPG and Non PPG continues to diminish for reading (&lt;8%) and writing (&lt;3.2%)</p>	

		<p>Tier 3: increase the quality of teaching and learning in reading and writing by adapting a vocabulary ninjas approach</p> <p>Tier 2: Target children to receive pre-teaching for core vocabulary (TA)</p>		
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To improve children's behaviour and attitudes we will...				
Intent	Rationale	Implementation	Impact	Lessons learned (and whether we will continue with this approach)
<p>Provide support to diminish social and emotional barriers which impact spiritual, social and emotional development</p> <p>To ensure children develop positive attitudes to learning and raise their resilience, confidence and independence</p>	<p>56% of PPG children are currently FSM</p> <p>47% of PPG children have identified emotional barriers</p> <p>Nurture has historically had a positive impact on PPG – with improve self esteem and emotional regulation - average attendance of the pupils who attended morning nurture sessions was 96.3%, which was above whole school attendance.</p> <p>Historically Breakfast Club has provided pupils with a positive start to the school day, and has supported parents with pupil attendance. In school tracking shows that breakfast club had a positive impact on pupils' attendance when they were invited.</p> <p>Historically psychotherapy has shown to have a positive impact both emotionally and socially</p> <p>EEF research shows on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and</p>	<p>Tier 3 - Weekly, 1:1 psychotherapy sessions for identified pupils.</p> <p>Tier 3 - Nurture groups to be run for identified pupils by InCo and ELSA Trained TA.</p> <p>Target PP pupils to become Peer Mentors.</p> <p>Peer Mediators to receive the required training to promote positive play on the playground – identified children to participate.</p> <p>Tier 3 Target Pupils invited to attend Breakfast Club which enables children to attend school punctually and have a positive start to the day.</p> <p>Tier 3 Headteacher to meet with target children's parents regarding attendance, findings to be reported to governors.</p> <p>Tier 1 CPD: Beacon House Trauma Training for all staff to raise awareness and improve classroom environment and strategies for key children.</p>	<p>Attendance of PPG children increases from 95.25%</p> <p><b>Impact of psychotherapy:</b> Improved emotional wellbeing demonstrated by:-</p> <ul style="list-style-type: none"> <li>• observations from parents/ staff</li> <li>• improved Boxall scores.</li> <li>• progress towards individual social emotional outcomes that form part of individual learning plans/ psychotherapy aims.</li> </ul> <p>Nurture groups show a positive impact on attendance, observations show improved behaviours for target children.</p> <p>Detentions and behavioural incidents for target children decline as a result of interventions (detention data, case studies)</p>	

	social relationships in school. They also have an average overall impact of four months' additional progress on attainment.			
<b>To nurture children's personal development we will...</b>				
<b>Intent</b>	<b>Rationale</b>	<b>Implementation</b>	<b>Impact</b>	<b>Lessons learned</b> (and whether we will continue with this approach)
Ensure PPG children have access to wider curriculum opportunities	<p>56% of PPG children are currently FSM</p> <p>Research from The ONS Living Costs and Food Survey shows top earners are almost four times more likely than bottom earners to have paid for out of school enrichment classes</p> <p>Public Health England found a positive association exists between academic attainment and physical activity levels of pupils.</p>	<p>Subsidies for residential visits and other educational experiences e.g. swimming lessons, trips.</p> <p>Provide opportunities for more able PP to participate in out of school extension activities.</p> <p>Encourage and facilitate opportunities for pupils to participate in a wider range of extra-curricular activities.</p> <p>Ensure target children with identified needs access the correct support. This can include forest school, animal connections and angling for education where necessary</p> <p>Continued staff CPD for Forest Schools to enable all children to access a wider range of experiences in school.</p>	<p>In years 4 and 6, 100% of PP pupils accessed the school's residential.</p> <p>Pupil Premium pupils were able to access a range of trips and opportunities. Individual risk assessments and 1:1 provision support pupils in being able to access a broader curriculum.</p> <p>An increased number of PPG children access extracurricular clubs (2018/19 - 91% of PP pupils attended an extra-curricular club. 78% of PP pupils attended a sports club.)</p>	