

Overview of the school 2018/19



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.

Number of pupils and Pupil Premium Grant (PPG) received	
Total numbers of pupils on roll at October 2018 census	210
Total numbers of pupils eligible for Pupil Premium Grant (PPG) and PPG plus	36
Amount of PPG received per pupil	1320
Total amount of PPG received	44880

Allocation of PPG	
Attendance and well-being	Cost
Psychotherapy	6370
Breakfast Club for vulnerable pupils	6342
Nurture Groups / Inclusion Management	2694
Learning support	
Raise attainment /achievement of PP in writing	30236
Raise attainment /achievement of PP in mathematics	
Enable pupils to access a wider curriculum via trips and visits	2000
Senior Leadership Team time	1000
Total:-	

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%	61% (65%)
KS1 – 2 Progress measure for reading	-4.9	0.3
KS1 – 2 Progress measure for writing	Not yet released	0
KS1 – 2 Progress measure for maths	-3.8	+1.7
KS1 – reading EXS	50%	70% (75%)
KS1 – writing EXS	50%	63% (69%)
KS1 – maths EXS	62%	70% (75%)
Y1 - Phonics reached expected standard	0%	80% (82%)
EYFS – Good Level Development	100%	63% (71%)
Attendance - % of sessions missed	95.25%	95.52 (Not yet released)

1. Accelerate the progress of pupils in reading, writing and maths across the school targeting pupils identified as below ARE

Desired outcome	Chosen action/approach	Impact:	Lessons learned (and whether we will continue with this approach)
<p>Raise attainment of pupils achieving ARE by the end of KS1 and Key Stage 2.</p> <p>The gap between PP and NPP diminishes. Summer 2 gap 16%.</p>	<p>1:1 Fischer Family Trust (FFT) / Early Literacy Intervention(RR) style intervention for identified pupils across the school.</p> <p>Qualified staff run the interventions overseen by InCo.</p> <p>InCo to observe the 1-1 sessions, and provide clear feedback on lesson content.</p> <p>Progress tracked using RR/ FFT assessment tools.</p> <p>Conduct regular reviews as to the effectiveness of the programmes.</p> <p>Plan and deliver bespoke phonics interventions for targeted pupils in lower Key Stage 2.</p> <p>Writing mentoring through conferencing with targeted pupils.</p>	<p>FFT: For pupils who completed FFT during the Autumn Term, the in-house tracking system shows the approach had a positive impact on pupil progress: 7.0 progress in Year 2 (expected 6.0) and 7.5 steps progress in Year 1 (expected: 5.0) which is significantly above expected</p> <p>Due to staff changes, FFT did not continue into the Spring and Summer Term.</p> <p>Key Stage 1: At the end of KS1, 50% of PPG children (4/8) reached ARE in writing, which is in-line with the percentage that achieved a 2 at the end of EYFS. Year 2 PPG children made 11.4 steps progress from the beginning of year 1 (expected 11.0) EYFS progress was above expected at 46.4 (expected 46) KS2</p> <p>Phonics: Of the 3 PPG children who re-took the Phonics test in Yr 2 33% passed (1)</p> <p>Progress of pupils in Year 3, who did not pass the test by the end of Key Stage 1 shows that they have made an average of 15 marks.</p> <p>Diminish the Gap: In house data shows the attainment gap between PPG and Non PPG is closing – Summer 2018 showed a PPG gap of 16% compared to a Summer 2019 gap of 3.2%</p>	<p>Results from this year and previous years show a positive impact from FFT. FFT TA is class based for the academic year 2019-20. InCo will take on early interventions for pupils in EYFS and Year 1. In addition to this the INCo will identify training or provide in house training to class TAs to continue to support FFT intervention.</p> <p>Due to a reduction in the number of TAs across the school and following research TAs will be intervention based in the afternoon and responsible to a designated set of interventions: maths, reading and nurture provision. This is to be closely monitored by the DHT.</p> <p>Phonics intervention did not have as positive an impact this year as previous years. Review intervention and deliver bespoke spelling/reading intervention to support these key pupils. Staff to be trained on new approach. To be monitored by phonics lead.</p> <p>South Bersted’s new approach to writing was introduced in the Spring term to support the development of writing. This needs to be developed further to ensure oral rehearsal has a positive impact on development of PPG pupil’s vocabulary. Pupil progress meetings to continue to focus on the progress of key children and groups.</p>

<p>Disadvantaged pupils to make at least expected progress at the end of Key Stage 2.</p>	<p>Every two weeks 1:1 conferencing with the DHT and HT From the Spring Term onwards, targeted Year 6 PP pupils to be supported by working in smaller groups at least three times a week.</p>	<p>Key Stage 2: In house data shows Year 5 Writing Group with DHT made accelerated progress 6.4 steps (expected 6.0) with the smaller classes, supporting PPG pupils in making 7.4 steps progress over the academic year. The improved progress measures also supported greater percentage of PP pupils working at ARE: from 54% to 62%.</p> <p>Small classes in Year 6, supported PPG pupils in making 7.3 steps progress. At the end of Year 5, 0% of PPG pupils were working at ARE in writing. In the KS 2 TA 50% of pupils were working at ARE.</p> <p>Progress Measures: Not yet released.</p> <p>Whole School Data: In house data shows the average attainment gap between PPG and Non PPG is closing – Autumn showed a PPG gap of 21% compared to a Summer gap of 3.2%</p> <p>In house data shows that there has been an +15% increase in the percentage of PPG children working at ARE in all 3 subjects between Summer 2018 and Summer 2019</p>	<p>Provision map for PPG to continue and ensure the correct intervention and provision for key children Following improved progress measures using 1 house tracking systems, the DHT will continue to support Year 6 writing at least 2 sessions a week from Autumn , which is a term earlier than 2018-2019.</p> <p>Further embed the South Bersted approach to writing to support oral rehearsal.</p> <p>Based on key research develop clear approaches to close the Vocabulary gap for disadvantaged skills.</p>
<p>Raise attainment of pupils achieving ARE in maths by the end of KS1 and Key Stage 2.</p>	<p>Identify pupils who are not working at ARE to complete Numbers Counts intervention in Key Stage 1 and lower Key Stage 2.</p>	<p>Impact of Numbers Counts: Due to staffing changes Numbers Count could not take place. However, a Numicon intervention began in Year 1 – in house data shows that these children made significantly above expected progress 6.8 (expected 5.0)</p> <p>Key Stage 1: 63% (5/8) of PPG children achieved the expected standard in maths at the end of KS1, which is in-line with the percentage that achieved a 2 at the end of EYFS.</p>	<p>Numbers counts could not take place consistently this year due to staff changes. Numicon showed significant impact with target pupils. The school is sourcing Numicon training for teachers and TAs to develop this practice across the school.</p> <p>TA will continue to lead a Numicon intervention for targeted pupils.</p>

<p>The gap between PP and NPP diminishes. Summer 2 gap 8.4%</p>	<p>From the Autumn Term onwards, Year 6 PP pupils to be taught in a smaller group at least three times a week leading to targeted support.</p> <p>Maths mentoring through conferencing with targeted pupils.</p> <p>Every two weeks 1:1 conferencing with the DHT and HT</p>	<p>Key Stage 2: Small group teaching had a positive impact on PPG pupils' progress with pupils making an average of 10.3 steps progress (expected 6).</p> <p>At the end of year 5, 0% of PPG were working at ARE with an average scaled score of 87. In the end of KS2 tests, 50% achieved the expected standard with a scaled score of 96.5.</p> <p>Key Stage 2 Progress Measures: Maths progress measures were -3.8, which is a decline from 2018 – 2019.</p> <p>Whole School: In school data shows on average at Summer 2018 (excluding Yr1) the PPG gap was 8.4%, this has decreased to 2.6% in Summer 2019 (excluding Yr1)</p> <p>End of key stage data for KS1 and KS2 show that maths is the highest achieving subject for PPG children for the first time in 4 years.</p> <p>In addition to this, in school tracking shows that there has been an +15% increase in the % of PPG children working at ARE in all 3 subjects between Summer 2018 and Summer 2019</p>	<p>Adapted class sizes in Year 6 has had a positive impact. Continue to use additional teacher in Year 6 to accelerate progress for key children through smaller class sizes.</p> <p>Key non-negotiables were developed for maths during this year, with more of an emphasis put on arithmetic, developing resources for reasoning, Times-Table Rock Stars and using the counting stick to support. This has led to an increased in attainment of maths across the school. These approaches need to be embedded across the year next year and ensure that additional support is given to target children to allow them to access additional sessions using these resources.</p> <p>Improved systems need be in place at school to ensure that PP are access online platforms to support their recall of key facts.</p> <p>TAs to be intervention based in the afternoon during the next academic year to ensure consistency and to allow for specific monitoring following clear base lines. Interventions are to be monitored by the deputy head.</p>
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2. Provision for social and emotional support to foster positive behaviours for learning and ensure good attendance

Desired outcome	Chosen action/approach	Impact:	Lessons learned (and whether you will continue with this approach)
<p>Pupils engage positively with their learning and demonstrate positive behaviours for learning.</p> <p>Pupils have developed and maintain positive relationships with adults and peers within school.</p>	<p>Weekly, 1:1 psychotherapy sessions for identified pupils.</p> <p>Nurture groups to be run for identified pupils.</p> <p>Identified LSA to complete ELSA training.</p>	<p>Impact of psychotherapy: Increased self-awareness and emotional literacy, Managing 'big' feelings – enabling pupils to move away from challenging situations. Increase in pupils' self-esteem. Improvement in social skills. Pupils were able to engage with all aspects of school life.</p> <p>Impact of nurture groups: During the year, 34 pupils were part of nurture sessions with 47% PP. Separate KS 1 and KS 2 weekly sessions, have enabled pupils to have time to talk and build self-esteem and work on effective strategies to support them in self-regulation.</p> <p>Nurture sessions have been significant this year, run by both an ELSA trained TA and the InCo they have given children a positive outcome for the day. Parental and child feedback on the sessions has been positive. In addition to this, It has also increased attendance for key pupils. Key Stage 2 Nurture sessions will continue to be run at the beginning of the school day 8:00 – 8:40 to support continued improvement in PP attendance.</p> <p>Average attendance of the pupils who attended morning nurture sessions was 96.3%, which was above whole school attendance. Of the 10 PP that attended morning nurture sessions, their attendance was 95.87% which again was above whole school attendance and PP by 0.62%.</p> <p>Behaviour: 2017: Average percentage of detentions for PP: 23% 2018: Average percentage of detentions for PP: 22% *2019 Average percentage of detentions for PP: 21% *(measured between Spring and Summer Term).</p>	<p>Psychotherapy to continue with key pupils due to its positive effects on behaviour and wellbeing. Our therapist has continued to make key contributions to not only our pupils but also our families.</p> <p>The implementation of morning nurture sessions for pupils in KS 2 had a significant impact on their self-esteem and start to the day. The school's INCo will continue to run these sessions between 8:00 – 8:45 to ensure a positive start to the day, which also supports improved attendance.</p> <p>In line with the local authority, the school will also pursue further ELSA training.</p> <p>School staff will also be supported by completing Attachment and Trauma training with Beacon House in Autumn 2019.</p> <p>The above approaches continue to have a positive impact on pupils' behaviour and self-regulation. Approaches will also be used for the 2019 – 2020 academic year.</p>

<p>Breakfast club enables children to attend school punctually and have a positive start to the day</p> <p>Attendance of PP pupils increases to at least 96% from 94.2%.</p> <p>Provision enables SEN/PP pupils to access the curriculum and participate in different aspects of school life.</p>	<p>Pupils invited to attend Breakfast Club. Monitor attendance and report to governors.</p> <p>1:1 SEN support for key pupils enabling them to access an adapted curriculum.</p>	<p>Attendance: The introduction of morning nurture groups and breakfast club have supported an increase in PP attendance from 94.2% in 2018 to 95.25% in 2019 – 0.75% below the target set.</p> <p>During the last academic year, 19 pupils attended breakfast club of which 53% were PP (+10% on 2017 – 2018)</p> <p>The average attendance for PP that attended breakfast club was 94.79% which is 1.09% above 2017 - 2018. 68% had an attendance of 95%+ which is an increase of 21% on 2018 – 2019.</p> <p>Breakfast club continues to have a positive impact on pupils' start to the school day.</p> <p>Case study shows the impact of the 1:1 in supporting the child to access a curriculum.</p>	<p>The school must ensure that early identification is in place to ensure breakfast club has a positive impact on improving pupils' attendance.</p> <p>Following the clear progress made, this approach will continue into the next academic year.</p>
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3. Remove barriers to learning for PP pupils

Desired outcome	Chosen action/approach	Impact:	Lessons learned (and whether you will continue with this approach)
<p>Pupils access a wider curriculum.</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>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 supported pupils in being able to access a broader curriculum.</p> <p>Of the pupils who attended the 'More Able Maths and English' events 100% were PP, which was 14% of all pupil premium pupils.</p> <p>During the 2018 – 2019 academic year 91% of PP pupils attended an extra-curricular club. 78% of PP pupils attended a sports club.</p> <p>77% of FSM pupils attended at least one after school club. Transition activities, including Forest Schools, were also put in place and accessed to support targeted pupils.</p>	<p>Improved tracking of clubs allows the school to identify and target key pupils, which will continue into the next academic year.</p> <p>The use of Forest Schools and additional external providers supported targeted pupils. Opportunities to use similar approaches will be used next year.</p> <p>Pupils respond positively from the events as identified through FGB visit reports and pupil voice. The school will continue to provide pupils with the opportunities to participate in future activities.</p> <p>The positive impact of Forest Schools/ Outdoor Learning on key pupils, has resulted in key members of staff being trained so outdoor learning will become a key part of pupils' education at South Bersted for the next academic year.</p>

