

## PPG School Proposals 2020/21



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 aims to provide these children with social and emotional success as well as academic success.

At South Bersted, 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.

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.

Our Pupil Premium Strategy is based on a 3-tiered approach following EEF research:

- Teaching – improving quality first teaching for all children,
- Targeted academic support,
- Wider strategies.

School overview	
School name	South Bersted CE Primary School
Pupils in school	203 (October 2020 Census)
Proportion of disadvantaged pupils	17.7%
Pupil premium allocation this academic year	£30,396 (Sept-March)
Publish date	October 2020
Review date	September 2021
Statement authorised by	Noel Goodwin
Pupil premium lead	Rachel Bush
Governor lead	Sandy Osman

Disadvantaged pupil progress scores for last academic year	
Measure	Score <i>(% children making expected progress – in school data due to school closure)</i>
Reading	90.9%
Writing	90.9%
Maths	90.9%
Disadvantages pupil performance scores for last academic year	
Measure	Score
Meeting expected standard at KS2	72.7%
Achieving high standard at KS2	0%

Priority	EEF Tier	Aim	Activity
1	Tier 1 / 2	Ensure early academic 'catch up' intervention for children returning to school following school closure.	Quality first teaching – CPD for staff Learning based interventions (TAs) Learning programs
2	Tier 3	Ensure children are mentally and emotionally able to flourish when returning to school following wider closure of schools.	Psychotherapy/Specific child-based intervention for mental health Breakfast Club Nurture and Inclusion – InCo and ELSA
3	Tier 3	Ensure PPG children have access to wider curriculum opportunities	Wider curriculum experiences

To raise the quality of education by....

Intent	Rationale	Implementation	Impact	Lessons learned (and whether we will continue with this approach)
<p>Ensure early academic 'catch up' intervention for children returning to school following school closure.</p> <p>(Tier 1 &amp; 2)</p>	<p>Wider closure of schools meant that for 14 weeks school was closed to the full school community – for 9 weeks 10-20% of the school community were in school and for the following 7 weeks only 40-50% of children were accessing in school education. Despite home learning being set this could lead to significant gaps for children.</p> <p>During the wider closure of schools: 30% of PPG children were in school at some point. During the wider reopening from June 1<sup>st</sup> 68% of PPG children were in school on a phased return.</p> <p>Despite school closures, children come in with low start points in EYFS. 2019-20 baseline data: R: 17%, W: 13%, M: 33% at ARE</p>	<p><b>Tier 2 –</b> TA specific targeted academic support providing early intervention to children from low starting points.</p> <p>Breakfast Learning Club for key children once a week.</p> <p><b>Reading:</b> Phonics: Tier 1 and 2 phonics teaching to ensure children make accelerated progress</p> <p>KS2 book club to run (classed based) using engaging texts.</p> <p>Introduce and embed Accelerated Reader to support reading in Year 2 from the summer term and KS2.</p> <p>Provide staff with effective CPD for Accelerated Reader</p> <p>Maintain Reading Shed materials to support guided reading.</p> <p>InCo to monitor and assess tier 2 approaches – provide CPD where necessary</p> <p><b>Writing:</b> CPD: Train Year 1 teachers in Talk for Writing – disseminate out to wider school community</p> <p>PPG specific catch up programs run by class TAs – including pre and post teaching.</p> <p>Provide conferencing for key children with teachers and TAs to increase immediate feedback and ensure clear targets.</p>	<p>Identified children make accelerated progress from their starting points.</p> <p>Year 1 phonics score to be above national.</p> <p>Year 2 phonics score to be at least in-line with National 2020.</p> <p>100% of children who did not pass the Year 1 phonics test get additional support and pass the retake.</p> <p>Talk for Writing is embedded in KS1 and the writing gap of PPG and Non-PPG closes from 5.8%.</p> <p>Key stage specific focus (KS1: reading, KS2: maths) show accelerated progress in these areas.</p> <p>Families who do not have access to internet and devices are supported by the school to access blended learning.</p>	

	<p>In house data shows gaps between PPG and Non PPG is 2.2% in reading and 5.8% in writing, there is no gap in maths (as of Spring 2020) although maths attainment and progress in KS2 is low (64%)</p>	<p><b>Maths:</b> Implementation of new maths scheme of work across KS 2.</p> <p>Staff meetings to allow for key stage specific 'catch up' collaborative planning – area of need developed based on Spring 2020 data:</p> <ul style="list-style-type: none"><li>- CPD for staff</li><li>- New maths programme of study to be implemented allowing for collaborative planning between KS2 teachers allowing planning to be proactive and reactive.</li><li>- Reading focus in KS1 – collaborative planning and recovery programme in place</li></ul> <p><b>Tier 3: Vocabulary:</b></p> <p>Embed Vocabulary Ninjas approach.</p> <p><b>Tier 3: Blended Learning:</b></p> <p>Use of Dojo and Google Classroom to engage and support parents with their child's learning – electronic homework and posting of support videos to support homework. Specific homework for key children to support with gaps.</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>Ensure children are mentally and emotionally able to flourish when returning to school following wider closure of schools.</p> <p>(Tier 3)</p>	<p>Wider closure of schools meant that for 14 weeks school was closed to the full school community – for 9 weeks 10-20% of the school community were in school and for the following 7 weeks only 40-50% of children were accessing in school education. Despite home learning being set this could lead to significant gaps for children.</p> <p>During the wider closure of schools: 30% of PPG children were in school at some point. During the wider reopening from June 1<sup>st</sup> 68% of PPG children were in school on a phased return.</p> <p>During the lockdown period a higher than average number of school nurse referrals and CMHLS referrals were made to support children's mental wellbeing</p> <p>Referrals in West Sussex for young people continue to increase</p> <p>6-% of PPG children (Yr1-6) are currently FSM</p>	<p>Tier 3 - Weekly, 1:1 psychotherapy sessions for identified pupils until Spring term. Pupil specific nurture interventions to then be implemented based on individual needs of child e.g. the farm, Forest School, Equine Therapy.</p> <p>Tier 3 - Breakfast Nurture groups to be run for identified pupils</p> <p>ELSA trained TA to complete ELSA work for core pupils</p> <p>ELSA based TA to work with children who are receiving a higher number of behavioural incidents to develop strategies, rewards and sanctions that have impact.</p> <p>Promote physical activity on the playground and overall physical and mental health by providing 'Game Bags' for each class during break and lunch – TA to lead structured play.</p> <p>Tier 3 Target children to receive Breakfast Nurture Club once a week.</p> <p>Tier 3 Headteacher to meet with target children's parents regarding attendance, findings to be reported to governors.</p> <p>Implement and embed the new PSHE framework with a large focus on mental and emotional health, including key focus weeks e.g. Mental Health and Wellbeing Week.</p>	<p>Pupil, parent and teacher voice are positive regarding September opening – children feel safe and happy to attend school.</p> <p>ELSA questionnaire for all pupils involved in Nurture or ELSA support shows positive impact over time.</p> <p>Emotional literacy tool, reports positively on mental health and wellbeing</p> <p>The number of behavioural incidents for targeted PPG children decreases compared to the year 19-20</p> <p>Attendance of PPG increases from 95.12% and the gap of 0.7% between Non-PPG and PPG attendance is closed.</p> <p>Children are able to articulate how to regulate and support their own mental health and wellbeing as a result of explicit teaching.</p>	

	<p>60% of PPG children have identified emotional barriers (Yr1-6 Summer 2020)</p> <p>Nurture has historically had a positive impact on target children and their families.</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 social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>The Learning for Life curriculum allows children to access experiences outside of the 'norm' e.g. Outdoor Learning, Junior Medic Programme and Money Matters programme.</p>		
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To nurture children's personal development we will...

Intent	Rationale	Implementation	Impact	Lessons learned (and whether we will continue with this approach)
<p>Ensure PPG children have access to wider curriculum opportunities  (Tier 3)</p>	<p>60% of PPG children are currently FSM (Yr1-6 Summer 2020)</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>Due to the wider closure of schools a significant number of children were not able to attend enrichment or extra curricula activities during Summer 2020</p>	<p>Subsidies for residential visits and other educational experiences e.g. swimming lessons, trips.</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 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>When trips resume following COVID measures, all PPG children are able to access trips and opportunities</p> <p>Individual risk assessments and 1:1 provision support pupils in being able to access a broader curriculum.</p> <p>Above and beyond curriculum and extracurricular activities boast the wellbeing, resilience, and experience of targeted pupil premium children.</p>	