

PPG School Review 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	39
Total amount of PPG received	48,641 (September 19 – August 20)

Allocation of PPG (September 2019 – August 2020)	
Attendance and well-being	Budgeted Cost
Psychotherapy	5906
Breakfast Club for vulnerable pupils	6312
Nurture Groups / Inclusion Management	4285
Learning support	
Raise attainment /achievement of PP in reading	30,129
Raise attainment /achievement of PP in mathematics	
Enable pupils to access a wider curriculum via trips and visits	2000
CPD	625
Total:-	49,257

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)
<p>Ensuring children from low starting points receive early intervention to make accelerated progress in reading and writing and close the attainment gap.</p>	<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"> - Teaching – improving quality first teaching for all children - Targeted academic support - Wider strategies 	<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>**Note that interventions and school-based support ran from September to March due to the wider closure of schools**</p> <p>Identified children make accelerated progress based on in school data systems</p> <p>Early Reading: Based on Spring data collection: Significant increase in reading ages based on reading intervention (average increase 11.5months in 6 weeks based on 11 children)</p> <p>Phonics: 50% passed the phonics screening test when assessed in July 2020, prediction that 80% will pass at statutory testing at the end of the Autumn Term (National: 80% 2019)</p> <p>TAs all received Phonics training in the Spring term – phonics handbook and progression document support the teaching of phonics was introduced.</p> <p>KS2 Reading Interventions Autumn Term (not then continued due to staff absence): PPG children involved in reading intervention an average of 9.3month progress in reading ages was made in 6 weeks. This also used engaging texts which were then sent home with children.</p> <p>Reading mentors: showed an average of 14.7 months progress between Autumn and Spring</p> <p>Talk for writing CPD took place in EYFS and observations and data show increased progress based on this: EYFS writing data went from 13% at ARE at baseline compared to 53% in Spring – showing an increase of 50%</p> <p>The gap between PPG and Non PPG continues to diminish for reading (Summer 2019 – 8% Spring 2020 – 1.8%) and writing has increased from 3.2% in Summer 2019 to 5.8% Spring 2020.</p>	<p>Training for Year 1 in Talk for Writing was cancelled due to the wider closure of schools. Training for Year 1 teachers needed 20/21</p> <p>Approaches for early reading have been successful and progress has been significant from baseline. Consider how this impact can be repeated with limited crossing of ‘bubbles’ – ensure reading action plan for year 1 continues into year 2</p> <p>KS2 TAs being intervention based in afternoons has been successful, consider replicating this approach in KS1 where possible.</p> <p>Establish reading mentors and monitor this more closely</p> <p>Introduce Accelerated Reader to support with low baselines for reading and allow more rigorous tracking of the books children are reading.</p> <p>Individual reading time daily has been successful – continue this and adapt to allow for AR quizzes to take place</p> <p>Reading nook development was delayed due to the wider closure of schools – project to be taken on by Chichester University 20/21</p> <p>September reopening of schools needs to account for lost progress due to the wider closure of schools in March – individual reading to be a priority for September.</p> <p>Use of videos for phonics and reading for home learning were successful during the</p>

		<p>Targeted support by DHT in Year 6 for identified pupils to accelerate progress</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>	<p>Targeted support in Year 6 lead to increased progress: Spring 2020 mocks showed 79% children on track for ARE in writing by the end of the year and 79% in reading – and increase of 8% in reading and 9% in writing from 2019 KS assessments. Target children made 4.5 steps progress between Summer 2019 and Spring 2020. 100% made at least the expected progress and 50% made above expected progress.</p> <p>In house data shows at Spring 2002: average attainment in reading was 70% and 79% of children were making expected progress and average attainment in writing was 68,3% and 85.5% of children were making the expected progress. The % of children making the expected progress between the Summer and Spring have increased from 2019 by 9.7% in reading and 13% in writing showing the impact of the vocabulary ninja approach</p> <p>CLA children made the expected progress or better in all 3 subjects</p>	<p>wider closure of schools – ensure this continues to engage parents and children from September.</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 improved 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 at Spring 2020: PPG 95.12% Non PPG (95.82%) – this is a decline from 2018 – 2019.</p> <p>During the wider closure of schools: 30% of PPG children were in school at some point. During the wider reopening from June 1st 68% of PPG children were in school on a phased return. All FSM children were offered a place in school from June 1st.</p> <p>Impact of psychotherapy: Improved emotional wellbeing demonstrated by:-</p> <ul style="list-style-type: none"> • observations from parents/ staff • progress towards individual social emotional outcomes that form part of individual learning plans/ psychotherapy aims. <p>Psychotherapy ran from September through to the end of the academic year. The lockdown did mean that the therapy sessions moved out of the usual room, and took place outside in the school grounds.</p> <p>All pupils made progress towards their initial outcomes that had been identified.</p> <p>Nurture groups show a positive impact on attendance, observations show improved behaviours for target children.</p> <p>Nurture groups continue to have a positive impact across the school of the 29 children that attend Nurture – 45% of them are PPG children.</p> <p>Nurture group impacted on attendance (Autumn-Spring): ELSA group (Year,2,3,4) av 95.91% 77% of attendees have attendance above 96% InCo group (Year4,5,6) av: 95.2% 50% have attendance above 96%</p> <p>Detentions and behavioural incidents for target children decline as a result of interventions (detention data, case studies).</p> <p>Breakfast Club (as of Spring 2020) Of the 17 children that attended breakfast club – 7 of these were PPG children – 41%</p>	<p>Nurture Next year to no longer use the Boxall profile, change to Emotional literacy tool, which includes voice of the parents and pupils, and provides a means to engage in dialogue with children around areas they feel they have difficulty with.</p> <p>As the year progressed, the number of attendees in each nurture session increased, due to the level of need as issues arose. The groups were then at maximum numbers (8), which both leaders felt was too many. To increase the number of sessions and limit the number of attendees to 5 would be the best way forward.</p> <p>Reduce the class-based time for ELSA trained TA to allow her to spend more time on her pastoral role, allowing her to support children and families returning to school following wider school closure in March.</p> <p>ELSA based TA to work with children who are receiving a higher number of detentions to develop strategies, rewards and sanctions that have impact.</p> <p>Consider the duration of psychotherapy sessions across the school and how these could be used to target more children.</p> <p>New PSHE curriculum to focus heavily on mental health and wellbeing to support children with the reintroduction into school.</p> <p>Use of bubble specific play bags, from June 1st have increased the amount of physical activity at break and lunch and have reduced the number of lunchtime incidents and</p>

	social relationships in school. They also have an average overall impact of four months' additional progress on attainment.		Of the 17 children that attend breakfast club, 11 of them have attendance above 96% = 60%	accidents. Continue this approach into September. Mental Health and Wellbeing week – whole school based week to support pupils' return to school. CPD to take place for all staff linked to prior training from Beacon House and the new MHST support.
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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</p>	<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 (other recognised Alternative Providers)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>School residential did not take place due to wider closure of schools.</p> <p>Pupil Premium pupils were able to access a range of trips and opportunities. Individual risk assessments and 1:1/ 1:2 provision support pupils in being able to access a broader curriculum.</p> <p>This year, 9 extra-curricular activities have been subsidised by PPG money – a total amount of £1266.50 has been spent this year</p> <p>Risk assessments and 1:1/1:2s were in place for specific children to allow them to be successful.</p> <p>At the time of school closure, 26 PPG children had attended an extra-curricular club, this is equivalent to 70% of PPG children attending clubs.</p>	<p>Continue to track PPG club attendance to ensure they are targeted for extra curricula activities.</p> <p>Ensure PPG have wider curriculum opportunities to account for ‘time lost’ during wider closure of schools.</p> <p>Continue to review the clubs and enrichment days offered to ensure access to a wider range.</p>
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