



PPG Review 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 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.

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
Proportion of disadvantaged pupils	17.7%
Pupil premium allocation this academic year	£42,825 (Sept – July)
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 academic year 2020/21	
Measure	Score <i>(% children making expected progress – in school data due to school closure)</i>
Reading	90.9%
Writing	90.9%
Maths	90.9%
Disadvantaged pupil performance scores for academic year 202/21	
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 Leadership and monitoring
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)								
Ensure early academic ‘catch up’ intervention for children returning to school following school closure. (Tier 1 & 2)	<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 1st 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>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</p>	<p>Tier 2 – 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>Reading: 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>Writing: 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. FFT: Phonics scores gains, shows an average of 10 to 22 out of 40. Average reading age increase of 13 months between March and June (3month period) for Yr. 1 pupils.</p> <p>Year 1 phonics score to be above national. Phonics assessment delayed until Autumn 2021. Gains since March 20. The below table shows the % gains in children achieving 32+ in the phonics screening.</p> <table><tr><td></td><td>March 20</td><td>June 20</td><td>Gains</td></tr><tr><td>Year 1</td><td>22% (6)</td><td>68% (19)</td><td>+46%</td></tr></table> <p>From raw scores and progress made, 89% (25/28) are predicted to pass the phonics screening at the end of the Autumn Term 21.</p> <p>Year 2 phonics score to be at least in line with National 2020. 83% of pupils passed the phonics screening in Autumn 2020. An additional TA supporting pupils, resulted in significant gains. From 47% achieving 32 plus in October to 83% in December 2020.</p> <p>100% of children who did not pass the Year 1 phonics test get additional support and pass the retake. The combined figure of children passing the phonics screening at the end of Year 2 is 93%, 2019 National figures were 91%.</p> <p>Impact of Accelerated Reader shows positive progress and attainment across KS2. Children’s books were matched to reading age and children were motivated by quizzing on books they had read. This increased engagement and allowed teachers to closely track a child’s understanding of an individual text.</p>		March 20	June 20	Gains	Year 1	22% (6)	68% (19)	+46%	<p>Early reading is still a priority for PPG children – train all TAs in an FFT style approach to support early intervention as where FFT has been in place gains have been made.</p> <p>Writing has the biggest PPG-Non PPG gap across the school. Writing and progress for vulnerable groupings is a school priority for the year 21/22. This is the focus for Autumn 2 through a democratic leadership approach with staff. Bi-weekly key stage meetings will look at quality first teaching in writing. Reviewing current practice (what works well and what can be improved) and using research from the EEF to trial new approaches and strategies.</p> <p>Talk for Writing training delayed due to COVID – CPD priority for Yr 1 staff (date TBC)</p> <p>Continue with approaches that have had success this year, reading clubs, Accelerated Reader.</p>
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	attainment and progress in KS2 is low (64%)	<p>Maths: Implementation of new maths scheme of work.</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">- CPD for staff- New maths programme of study to be implemented allowing for collaborative planning between KS2 teachers allowing planning to be proactive and reactive.- Reading focus in KS1 – collaborative planning and recovery programme in place <p>Tier 3:Vocabulary:</p> <p>Embed vocabulary ninjas approach.</p> <p>Tier 3: Blended Learning:</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>	<table><tr><td></td><td>Reading Age</td><td>ARE gains Aut 20 – Summer 21</td></tr><tr><td>Year 3</td><td>+ 18 months</td><td>+21%</td></tr><tr><td>Year 4</td><td>+ 16 months</td><td>+10%</td></tr><tr><td>Year 5</td><td>+16 months</td><td>+19%</td></tr><tr><td>Year 6</td><td>+ 18 months</td><td>+21%</td></tr></table> <p>PPG gains: 50% were achieving ARE on Target Tracker in September compared to 70% in June 21. This is a gain of 20% across the Key Stage.</p> <p>Breakfast Learning Clubs Breakfast learning clubs allowed for children to received specific intervention but not to miss out on a broad and balanced curriculum within school. The impact of Breakfast learning clubs was significant Below data shows a three-month period (Autumn Term 20</p> <table><tr><td></td><td>Reading age gains.</td></tr><tr><td>Focus group (4 pupils)</td><td>9 months gains</td></tr></table> <p>Talk for Writing is embedded in KS1 and the writing gap of PPG and Non-PPG closes from 5.8%.</p> <p>There has been a significant increase in the attainment gap between PPG and non-PPG children following two school closures. Writing Gap: -27.6%. This occurred despite remote learning focusing on teaching skills and children applying skills to extended writing. PPG children without access to devices were given laptops and any additional support needed was facilitated through phone-calls and resource swaps.</p> <p>Key stage specific focus (KS1: reading, KS2: maths) show accelerated progress in these areas.</p> <p>Maths KS2: PPG average scaled score increase on NFER was +2.1 between Autumn 20 and Summer 21. Average score increase between Spring and Summer (following lockdown) was +3.3. An increase of 0 is expected progress on NFER so PPG children in maths in KS2 made better than expected progress.</p> <p>End of Year 6 attainment gap for PPG is +10% KS2 attainment gap for PPG is +2.5% 75% of KS2 PPG children are at ARE for maths in KS2, this is an average of 82.1% across the classes. Reading KS1: 50% of PPG children in KS1 and EYFS are at ARE for reading.</p>		Reading Age	ARE gains Aut 20 – Summer 21	Year 3	+ 18 months	+21%	Year 4	+ 16 months	+10%	Year 5	+16 months	+19%	Year 6	+ 18 months	+21%		Reading age gains.	Focus group (4 pupils)	9 months gains	
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			<p>Families who do not have access to internet and devices are supported by the school to access blended learning.</p> <table><tr><td>School % of PPG</td><td>35 children (17%)</td></tr><tr><td>% of PPG in school during lockdown</td><td>54% (52% of FSM)</td></tr><tr><td>% of PPG that received a laptop to enable home learning</td><td>Children received a laptop to support home learning 30% of these were PPG</td></tr><tr><td>% of PPG (from home) consistently engaging in home learning</td><td>16 children working from home – 8 children consistently completing home learning. 77% of total PPG children either in school or consistently engaging in home learning</td></tr></table>	School % of PPG	35 children (17%)	% of PPG in school during lockdown	54% (52% of FSM)	% of PPG that received a laptop to enable home learning	Children received a laptop to support home learning 30% of these were PPG	% of PPG (from home) consistently engaging in home learning	16 children working from home – 8 children consistently completing home learning. 77% of total PPG children either in school or consistently engaging in home learning	
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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 1st 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</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>Psychotherapy took place during the Autumn term, due to Government restrictions an alternative therapy / source were not found before the end of the Summer term</p> <p>Farm days took place where appropriate to support targets for a child, this was successful and supported progress both emotionally and academically.</p> <p>Pupil, parent and teacher voice are positive regarding September 20 opening – children feel safe and happy to attend school.</p> <p>Pupil, parent and teacher voice was positive regarding September opening – children felt safe and happy to attend school. This is evidence by above national attendance. 97.61% (+1.45). Between March and July 21, attendance remained high at 96.91% with PP attendance at 97%.</p> <p>Breakfast club</p> <p>At the end of the summer term 40 children between Year 2-6 took part in breakfast nurture. 20% of these were PPG. Nurture provision focused on emotions, friendships and strategies for when things become difficult. ELSA questionnaire for all pupils involved in Nurture or ELSA support shows positive impact over time.</p> <p>Child voice:</p> <p><i>'I have learnt the 5-7 technique and enjoyed doing meditation, when learning about anxiety everyone was honest with it and it made me less worried about it'</i></p>	<p>Put specific child centred interventions and groups in place to support with resilience, self-esteem, behaviours for learning and motivation.</p> <p>Breakfast Nurture clubs to continue</p> <p>ELSA work to continue focusing on UKS2</p>

	<p>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>60% of PPG children (Yr1-6) are currently FSM</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</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>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>	<p><i>'A useful strategy is 5-7, I have learnt how to control my worries about secondary school and fight, flight, freeze, also about red mist'</i></p> <p><i>'I can talk in Nurture sessions'</i></p> <p><i>'I have learnt ways to calm down. It is a nice, safe place that calms me in the mornings.'</i></p> <p>ELSA TA has provided support for core pupils</p> <p>Child voice:</p> <p><i>'when I have time with ELSA it helps me as I learn other ways to calm down, Nurture helps me do this too. She also gives us stuff to help at home'</i></p> <p><i>'It has helped to have someone to talk to and help us solve our problems'</i></p> <p>Emotional literacy tool, reports positively on mental health and wellbeing</p> <p><i>This tool was used to assess the difficulties faced by children attending Nurture or ELSA, sessions were then planned and Nurture evaluations indicate that there has been a positive impact from the sessions as evidenced by child and parent voice.</i></p> <p>The number of behavioural incidents for targeted PPG children decreases compared to the year 19-20</p> <p><i>The school has seen a significant decline in behavioural incidents compared to the year 19/20, due to COVID -19, procedure was adapted for behavioural incidents, shifting from whole school lunchtime detentions to in bubble time outs and so data is not directly comparable</i></p> <ul style="list-style-type: none"> - In the year 19-20 Of 196 detentions –30% were given to PPG children - In the year 20-21 the first second half of the Autumn term had 25 in bubble timeouts – 10% of these were PPG compared to Summer 2 which had 22 in bubble timeouts 10% were PPG <p>Attendance of PPG increases from 95.12% and the gap of 0.7% between Non-PPG and PPG attendance is closed.</p> <p><i>At the end of the Autumn term attendance for PPG children was 97.5%. From 8.3.21 (return to school) to 17.7.21 PPG attendance is 97.02%, the gap between PPG and Non PPG during this time is - 0.01%</i></p>	
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	<p>school. They also have an average overall impact of four months' additional progress on attainment.</p>		<p>Children are able to articulate how to regulate and support their own mental health and wellbeing as a result of explicit teaching. PSHE models have covered a wide range of mental health learning. This is evident in class books and through pupil voice. 93.3% of children surveyed stated that they have used strategies from PSHE in real life to help them.</p> <p>Mental Health Support Team workshops have taken place with Year 5 and 6 to support mental health</p> <p><i>'I have learnt that when you panic, you can do different types of breathing to calm you down (gave examples) and mental strategies like going for a walk or taking a bath can calm you down'</i></p> <p><i>'If you're angry rainbow breathing helps you to calm down, I understand what anxiety and mental health is and how to improve my mental health'</i></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</p> <p>(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>Swimming lessons resumed in Year 5 and 6 in the summer term. 100% of children were able to access this.</p> <p>Year 6 overnight camping trip took place in the Summer term, 100% of pupils accessed this.</p> <p>Climbing took place in all KS2 classes, 100% of children accessed this.</p> <p>Above and beyond curriculum and extracurricular activities boast the wellbeing, resilience, and experience of targeted pupil premium children.</p> <p>Outdoor Learning, Junior Medic Programme took place for whole cohorts.</p> <p>Guitar, farm visits, half term activity clubs and dance were also offered for targeted PPG children free of charge to allow them to have a wider range of experiences and build skills and resilience.</p>	<p>Increase the above and beyond extra-curriculum activities to a wider range of targeted pupils</p> <p>Train a secondary member of staff in Forest Schools to widen outdoor learning provision</p> <p>Increase experiences for targeted pupils to support with resilience, self-esteem, behaviours for learning and motivation.</p>