

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	South Bersted CE Primary School
Number of pupils in school	201 (December 21)
Proportion (%) of pupil premium eligible pupils	18.4% (December 21)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21/22 – 23-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Noel Goodwin (Head teacher)
Pupil premium lead	Rachel Bush (Deputy Head teacher)
Governor / Trustee lead	Sandy Osman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39901.66
Recovery premium funding allocation this academic year	£4060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£43961.66

## Part A: Pupil premium strategy plan

### Statement of intent

In order to understand the needs of the children within our care, we have to understand the context from which they live and further analyse any cross over of need. This analysis helps build the evidence base to ensure we can identify barriers and address these, allowing all children, to make the progress of which they are capable regardless of background or challenges they face.

#### **Local Context**

Within the Indices of Deprivation 2019 produced by The Ministry of Housing, Communities & Local Government, The Index of Multiple Deprivation (IMD) is the official measure of relative deprivation in England and is part of a suite of outputs that form the Indices of Deprivation (IoD). West Sussex ranked 129th of 151 upper tier authorities (1 being most deprived, 151 being least deprived). The county remains one of the least deprived areas in the country. However, within West Sussex, Crawley is the most deprived followed by Arun. In relation to “neighbourhood level” deprivation, Bersted in Arun falls within the 10% most deprived areas in England.

#### **Pupil Premium Context Analysis**

Pupil Premium Children Breakdown – September 21	
Pupil Premium Total	37 children – 18.4% (201 children on roll)
Pure Pupil Premium (children without SEND or EAL)	58% (21)
Pupil Premium with SEND	19% (7)
Pupil Premium with SEND (social and emotional)	2/7 (28.5%) SEND children who are PPG are for social and emotional
Pupil Premium identified as vulnerable (SEND, CLA, Enabling Families, EHP, Young Carer, EMAT, other home issues)	52.7% (18 children) who are PPG have an identified vulnerability

#### **Intent:**

We recognise that our local area faces deprivation both for pupil premium children and other children within the school. In line with our school vision we intend for children to achieve high academic standards as well as enrich children’s moral and social development. We recognise the wide range of both social and academic challenges faced by our pupil premium children

and aim through our strategy plan aim to close the academic and social and emotional gap. We base our teaching and learning on Maslow's Hierarchy of Needs, placing a large emphasis on children's emotional wellbeing, ensuring deficiency needs are provided for before growth needs can materialise.

As a result of our local context, our baseline data for whole cohorts is low, the pupil premium gap being wider in key stage 1 than in key stage 2. Therefore, quality first teaching and learning based interventions are key to close the gap between disadvantaged and non-disadvantaged children.

Our Ultimate Objectives:

- To support children's emotional wellbeing to ensure they can make the progress of which they are capable
- To diminish the difference between disadvantaged and non-disadvantaged children
- To give disadvantaged children a wide range of opportunities

We aim to do this through:

- Using the EEF three tier approach to pupil premium
- Ensuring professional development for staff to maintain a high standard of quality first teaching
- Ensuring that appropriate provision/intervention is provided for vulnerable groups, this may be both emotional or academic based on the needs of the child or group
- Recognising that not all children who are socially disadvantaged are registered or qualify for free school meals. This is especially significant since the Covid-19 pandemic.
- Ensuring our ELSA trained TA is used to support the emotional needs of our children
- An analysis of need, not all pupil premium children will be given specific interventions at one time but all children will benefit from the three-tier approach and classroom routine and practices.
- Using funding to ensure disadvantaged children can access wider school opportunities.

**Challenges**

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Emotional or social vulnerabilities. In September 21 52.7% of pupil premium children were identified as having an additional vulnerability. Between Summer 2019 and Summer 2020, there has been an increase in Enabling Families, Young Carers, Mental Health Support Team and Operation Encompass across the school.</i>
2	<i>Teacher assessment data and book looks identify a large attainment gap for writing across the school (KS1 and KS2).</i>

	<p><i>Writing is the lowest attaining subject for all children, however, the gap between disadvantaged and non- disadvantaged children has shown a significant increase since school closure, increasing from 5.8% to 27.6%.</i></p> <p><i>EEF Rapid Evidence Assessment identifies that school closures have likely reversed the progress to narrow the attainment gap in the last decade. With the gap widening anywhere between 11% to 75%.</i></p>
3	<p><i>Low baseline in early reading for children in the early years and key stage 1 for some disadvantaged children this gap continues to grow – with 29% of the bottom 20% Readers in KS2 being disadvantaged.</i></p> <p><i>Pupils low starting points are also displayed in their phonics scores with an average of 2.3 sounds known by pupils on entry in EYFS in 2021 which is the lowest in the past 6 years.</i></p> <p><i>On entry to EYFS 2021 all disadvantaged children were below the expectations for the end of nursery for word reading and comprehension.</i></p> <p><i>In Summer 2021, based on teacher assessments, only 60% of Year 1 disadvantaged children were at the expected attainment for reading and 0% of Year 2 disadvantaged children were at the expected level for reading. Therefore, in the academic year 21-22, Year 3 disadvantaged children will also need intervention to diminish the difference between disadvantaged and non-disadvantaged identified at the end of Year 2.</i></p> <p><i>Data published by the EEF from Rising Stars and NFER show this is a national trend with NFER data stating that Year 1 and 2 pupils had significantly lower achievement in both reading and mathematics in Spring 2021 compared to a standardised sample from 2019 and Rising Stars stating that KS1 year groups showed the largest drops in attainment in all three subjects.</i></p>
4	<p><i>Poor resilience and self-esteem for a core group of children which as a result leads to a higher number of behavioural incidents, poor attitudes to learning and low attainment data.</i></p>

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children have strategies to manage wellbeing and emotions	Children are able to articulate strategies to manage their wellbeing and emotions evidenced through Nurture Questionnaires ELSA pupil voice Parent voice Safeguarding questionnaires

<p>Diminished gap between disadvantaged and non-disadvantaged in writing</p>	<p>Teacher assessments, moderation and book looks show an increased % at ARE in writing.</p> <p>Cohort data and school averages show the gap has diminished.</p> <p>National average progress scores are achieved in writing at the end of key stage 2</p>
<p>Accelerated progress in EYFS and KS1 for reading</p>	<p>Reading ages increase above the expected rate</p> <p>83%+ of Year 1 children pass the phonics test. The gap between disadvantaged and non-disadvantaged children closes for phonics in EYFS and KS1.</p> <p>Teacher assessments show accelerated progress</p> <p>The difference has diminished between disadvantaged and non-disadvantaged children on in school data and by the end of KS1</p>
<p>Increased resilience and self-esteem and as a result, behaviours for learning</p>	<p>Children are able to explain the impact of intervention, evidenced through</p> <p>Nurture Questionnaires</p> <p>ELSA pupil voice</p> <p>Parent voice</p> <p>Increased progress academically</p>

### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2895.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to improve quality first teaching <ul style="list-style-type: none"> <li>- National College Memberships</li> <li>- Other relevant CPD linked to targets specifically writing</li> </ul>	EEF: 'Effective Professional Development, Three Recommendations for Designing and Selecting Effective Professional Development' recognises that high quality teaching can reduce the disadvantaged gap.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	2,3
Subscription to programmes to boost academic attainment <ul style="list-style-type: none"> <li>- Literacy Shed</li> <li>- Accelerated Reader</li> </ul>	The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial</a>	2,3

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £26695.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide tuition to pupils whose education has been most impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3,2
25% Top Up for School Led Tutoring – Writing focus KS2 and Phonics KS1	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Tuition in groups of two or three has been equally or even more effective in some studies compared to one-to-one although data is mixed	3,2

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	
Learning based TA interventions, including:		
Reading Clubs	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	3,2,4
Post-Teaching to revisit or consolidate learning through immediate feedback	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Studies of verbal feedback show slightly higher impacts overall (+7 months).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	3,2,4
Phonics interventions and streamed sessions	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3,2,4

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14,371

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Breakfast Club	EEF identifies that social and emotional learning can have a positive impact on academic attainment by 4+months, lower SEL skills are linked with poorer mental health Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months) SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1,4
Child specific interventions for mental	Case studies from youth interventions in West Sussex identify positive impact on resilience, confidence, positivity, general wellbeing, relationships.	4

<p>health and wellbeing</p> <ul style="list-style-type: none"> <li>-Guitar lessons</li> <li>-Angling for Education</li> <li>-Farm visits</li> </ul>	<p><a href="https://www.angling4education.com/casestudies">https://www.angling4education.com/casestudies</a></p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	
<p>ELSA Teaching Assistant</p> <ul style="list-style-type: none"> <li>-release time for KS2 ELSA TA to complete 1:1s and group work.</li> <li>-training for KS1 ELSA TA and subsequent release time.</li> </ul>	<p>EEF identifies that social and emotional learning can have a positive impact on academic attainment by 4+months, lower SEL skills are linked with poorer mental health</p> <p>Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months)</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1,4
<p>Wider Curriculum Experiences</p>	<p>Learning that takes place in activities outside school tends to be seen as auxiliary to the education process. Yet evidence (especially Wikeley et al. 2007) suggests that it is crucial. Such activities can help children develop confidence in learning, to become active learners and to develop a different kind of relationship with adult instructors or supervisors than in a more formal school setting.</p> <p>(Experiences of poverty and educational disadvantage: Joseph Rowntree Foundation)</p> <p><a href="https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf">https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf</a></p>	1,4

**Total budgeted cost: £43,961**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Intended Outcomes and Impact:

**Ensure early academic 'catch up' intervention for children returning to school following school closure.**

**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.

83% of pupils passed the phonics screening in Autumn 2020. An additional TA supporting pupils, resulted in significant gains. There were 47% achieving 32 plus in October to 83% in December 2020.

The combined figure of children passing the phonics screening at the end of Year 2 is 93%, 2019 National figures were 91%.

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.

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.

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

	Reading age gains.
Focus group (4 pupils)	9 months gains

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.

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.

**Ensure children are mentally and emotionally able to flourish when returning to school following wider closure of schools.**

Farm days took place where appropriate to support targets for a child, this was successful and supported progress both emotionally and academically.

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%.

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.

Child voice:

*'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'*

*'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 can talk in Nurture sessions'*

*'I have learnt ways to calm down. It is a nice, safe place that calms me in the mornings.'*

ELSA TA has provided support for core pupils

Child voice:

*'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'*

*'It has helped to have someone to talk to and help us solve our problems'*

Emotional literacy tool, reports positively on mental health and wellbeing

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.

The number of behavioural incidents for targeted PPG children decreases compared to the year 19-20

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

- 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

Attendance of PPG increases from 95.12% and the gap of 0.7% between Non-PPG and PPG attendance is closed.

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%

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.

Mental Health Support Team workshops have taken place with Year 5 and 6 to support mental health

*'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'*

*'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'*

### **Ensure PPG children have access to wider curriculum opportunities**

This was impacted significantly by COVID19 restrictions, however, when trips resumed following COVID measures, all PPG children are able to access trips and opportunities.

Swimming lessons resumed in Year 5 and 6 in the summer term. 100% of children were able to access this.

Year 6 overnight camping trip took place in the Summer term, 100% of pupils accessed this.

Climbing took place in all KS2 classes, 100% of children accessed this.

Above and beyond curriculum and extracurricular activities boost the wellbeing, resilience, and experience of targeted pupil premium children.

Outdoor Learning, Junior Medic Programme took place for whole cohorts.

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.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Accelerated Reader	Renaissance

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

### Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- NELI programme in EYFS: it has been found to improve children's language and early literacy skills.
- Support from the Mental Health Support Team in West Sussex to deliver training programmes and support for staff wellbeing
- National Tutoring Programme will include PPG children where appropriate across KS2
- Use of standardised Testing termly to diagnose gaps and support planning.
- PPG focused pupil progress meetings which take place half termly

Over the last two years pupil premium at South Bersted has been led by the EEF Three Tier approach and makes use of the EEF Implementation Strategy when introducing and evaluating new initiatives. Termly evaluation of the strategy takes place and is presented to the Governing body, this uses a triangulated approach to evaluate the outcomes of the strategy plan including: book scrutiny, assessment data, pupil voice, lesson observations, parent voice and evaluations of mental health and wellbeing.