

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	199 (October 22 census)
Proportion (%) of pupil premium eligible pupils	28 FSM – 14% 2 Ever 6 – 1% 23 PPG – 15% (October 22 census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22 – 23-24
Date this statement was published	December 2021 <i>Updated October 22 to account for the July review any additions are in blue</i>
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	21-22 academic year: Sandy Osman 22-23 academic year: Michelle Robson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	21-22: £39901.66 22-23: 45012.50
Recovery premium funding allocation this academic year	£4060 22-23: est. 5220.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	21-22: £0 22-23: 2937.78 (Recovery)
Total budget for this academic year	21-22: £43961.66 22-23: £53170.28

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 – October 22	
Pupil Premium Total	15% (30)
Pure Pupil Premium (children without SEND or EAL)	53% (16)
Pupil Premium with SEND	40% (12)
Pupil Premium identified as vulnerable (SEND, CLA, Enabling Families, EHP, Young Carer, EMAT, other home issues)	63% (19)

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). 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><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>
5	<p><i>The academic year 21-22 saw a decline in attendance for disadvantaged children from 97.3% to 93.6% (as of 19.7.22) this is a decrease of -3.7%. Despite this being above national figures detailed below, a decline has taken place.</i></p> <p><i>As of 7th July national figures for FSM attendance was 90% (gov.website)</i></p> <p><i>As of 20.7.22 FFT national attendance for all children was 93.1%.</i></p> <p><i>As of July 22, of the disadvantaged children with attendance below 90%, 71% have an additional vulnerability.</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
Diminished gap between disadvantaged and non-disadvantaged in writing 22-23 the gap between disadvantaged and non-disadvantaged in maths has grown additional aim is to close the gap in writing and maths	Teacher assessments, moderation and book looks show an increased % at ARE in writing. Cohort data and school averages show the gap has diminished. National average progress scores are achieved in writing at the end of key stage 2 NFER assessments show progress in maths
Accelerated progress in EYFS and KS1 for reading	Reading ages increase above the expected rate 83%+ of Year 1 children pass the phonics test. The gap between disadvantaged and non-disadvantaged children closes for phonics in EYFS and KS1. Teacher assessments show accelerated progress The difference has diminished between disadvantaged and non-disadvantaged children on in school data and by the end of KS1
Increased resilience and self-esteem and as a result, behaviours for learning	Children are able to explain the impact of intervention, evidenced through Nurture Questionnaires ELSA pupil voice Parent voice Increased progress academically
Attendance for disadvantaged children to increase	There is a clear increase in attendance % for key children

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:

21-22: £2895.25

22-23: £2764.00

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

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

Budgeted cost:

21-22 £26695.42

22-23: £37,696.28

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.	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3,2
<p>25% Top Up for School Led Tutoring – Writing focus KS2 and Phonics KS1</p> <p>The subsidy rate for 2022/23 will be 60%, 40% top up</p>	<p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	3,2
Learning based TA interventions, including:		
Reading Clubs	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	3,2,4
Post-Teaching to revisit or consolidate learning through immediate feedback	<p>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.</p> <p>Studies of verbal feedback show slightly higher impacts overall (+7 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Focus for maths disadvantaged children – pre and post teach where appropriate.</p>	3,2,4
Phonics interventions and streamed sessions	<p>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:</p>	3,2,4

	Phonics Toolkit Strand Education Endowment Foundation EEF New SSP Phonics programme introduced in 22-23 (Supersonic Phonic Friends)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

21-22: £ 14,371

22-23: £12,710.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Breakfast Club	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,4
Child specific interventions for mental health and wellbeing -Guitar lessons -Angling for Education -Farm visits	<p>Case studies from youth interventions in West Sussex identify positive impact on resilience, confidence, positivity, general wellbeing, relationships.</p> <p>https://www.angling4education.com/casestudies</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	4
ELSA Teaching Assistant -release time for KS2 ELSA TA to complete 1:1s and group work. -training for KS1 ELSA TA and subsequent release time. 22-23: KS1 ELSA trained in 21-22 academic year – release time for 1:1s and group work for	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,4

both KS1 and KS2 ELSAs		
Wider Curriculum Experiences	<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>https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf</p>	1,4
Consistent and relentless approach to attendance	<p>Improving School Attendance for Schools and Local Authorities May 22 identify that effective approaches to improving attendance include:</p> <p>Build positive relationships and experiences at school - use of ELSAs and Nurture where appropriate to support attendance and use a targeted morning club to give positive school experiences run by an ELSA TA, use pupil voice to support approaches.</p> <p>Clear and consistent approaches by leadership which is underpinned by policy - data is monitored and analysed regularly</p> <p>Work with families and include referrals to outside agencies when appropriate</p> <p>Intervene quickly when attendance becomes a concern</p>	

Total budgeted cost:

21-22: £43,961

22-33: £53,170.28

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 Outcome 1: Children have strategies to manage wellbeing and emotions and Intended Outcome 4: Increase resilience and self-esteem and as a result, behaviours for learning

In September 21 the school identified 52.7% of PPG children to have an additional vulnerability, this has increased to 60.5% as the year has progressed. The school has now trained a second ELSA TA. Both receive release time to complete 1:1s and small group work with identified children as well as supporting Breakfast Nurture Provision.

25 children have accessed Nurture Breakfast Club, 20% of these were disadvantaged

17 children have accessed ELSA provision consistently, 29% of these were disadvantaged.

This has enabled children at risk of exclusion to stay in education, this impact can be seen in pupil voice and book looks.

Impact of these interventions can be seen in pupil voice

'I know how to express my feeling. I can talk about them now instead of keeping them secret.'

'We've done 5-7 breathing in Nurture, which has helped me to calm down when I'm stressed or worried. I can do this anywhere when I need to.'

'The positivity journal was really helpful because it helped me find things that made me happy. I could focus on those things instead of the things that made me sad.'

'I don't get aggressive as much now and I smile more. When I went to my transition day, I walked in smiling and made a new friend.'

Intended Outcome 2: Diminish the gap between disadvantaged and non-disadvantaged in writing

In school data shows disadvantaged attainment for writing, on average, is 52% this has increased from Summer 21 when it was 41%, showing an increase of +11%

The disadvantaged gap for writing is currently: -18.5% this has declined significantly from Summer 21 when it was -27.6%

End of KS2:

72% of the cohort at the end of KS2 met the expected standard for writing – this was externally moderated by the local authority and is +3% on national figures.

67% of disadvantaged children met the expected standard in writing. There was no disadvantaged gap in writing.

End of KS1

59% of the cohort at the end of KS1 met the expected standard for writing

40% of disadvantaged children reached the expected standard for writing at the end of KS1 this is a -24% gap to non-disadvantaged

EYFS

70% of the cohort met the expected standard for writing at the end of EYFS.

67% of disadvantaged children met the expected standard at the end of EYFS for writing compared to 0% on entry to EYFS. This is a gap of -3.4% to non-disadvantaged.

Intended Outcome 3: Accelerate progress in EYFS and KS1 for reading

Baseline data for EYFS showed 7% of children at the expected entry standard for word reading and 14% for comprehension. This increased to 73% at the end of the year for word reading and 87% for comprehension.

Baseline data for disadvantaged EYFS children showed 0% of children at the expected entry standard for word reading and 33% for comprehension. This increased to 67% at the end of the year for word reading and 100% for comprehension.

An average of 46.9 phonics sounds were secure by the end of EYFS. 50% of children were working at Phase 5 and 97% were working at phase 3 or above.

Year 1 Phonics Screening

79.3% of the cohort met the expected standard for phonics during the screening. This shows a slight decline on 2021 which was 85.7% (-6.4%)

100% of disadvantaged children passed the phonics screening.

End of KS1 retake

92.5% of the cohort met the expected standards for phonics by the end of KS1

100% of disadvantaged children passed by the end of KS1.

End of KS1 data for reading shows that 70% of the cohort were at the expected standard for reading and 19% were at greater depth.

60% of disadvantaged children met the expected standard, resulting in a gap of -10% at the end of KS1.

The whole school disadvantaged gap for reading is -10% which has diminished from 15.7% in 20-21

Other Comments

Pupil Premium attendance for the academic year 21/22 (as of 19.7.22) was 93.6% this is a decrease of -3.7% compared to 20/21

Staff CPD, specifically Talk4Writing has had a positive impact on quality first teaching in KS1 this is evident through book looks, staff and child voice.

NTP and School Led Tutoring contributed to closing the disadvantaged gap for writing and reading.

Pupil voice and data has been positive for School Led Tutoring, for example:

'Did you enjoy the sessions?'

Yes

'Have they helped you?'

'Yes, they helped me improve my handwriting and they helped me improve my Big Writes because I now can do a lot more description and put my ideas in order instead of getting muddled up'

'What progress have you made during the sessions?'

'Lots of progress because at the start my handwriting wasn't very neat and I couldn't really write a story without my ideas getting muddled but now I can easily do it'

'If anything, what do you think would make the sessions better?'

'Nothing, they were very, very good'

Wider experiences

All children have been able to access clubs and residential, this was subsidised where necessary, this included learning to play guitar for FSM and vulnerable children. These children developed confidence and self-esteem and as a result were able to perform in front of the school.

Target children accessed additional provision from outside providers to help support them in learning.

A horticultural gardening club for target children added additional nurture provision, children were able to develop their practical skills and build up self-esteem and resilience.

Pupil Voice:

'I was proud when we made over £50 selling the plants we grew from seeds'

'Plants need water and sun gives them life. I never ate a tomato before and I liked trying the new foods.'

'It has been really great learning to use tools and the knives to cut the food. We made lemonade and rhubarb and even the mayor enjoyed it.

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.