

## 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) 207 October 23 census
Proportion (%) of pupil premium eligible pupils	30 FSM – 14.5% 31 PPG – 15% (inc PPG+) (October 23 census)
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 <i>Updated October 22 to account for the July review any additions are in blue</i> <i>Updated November 23 to account for July review any additions in purple</i>
Date on which it will be reviewed	July 2024
Statement authorised by	Noel Goodwin (Head teacher)
Pupil premium lead	Rachel Bush (Deputy Head teacher)
Governor / Trustee lead	21-22 academic year: Sandy Osman 22-24 academic year: Michelle Robson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	21-22: £39901.66 22-23: 45012.50 23-24: £44,498.75

Recovery premium funding allocation this academic year	£4060 22-23: est. 5220.00 23-24 est. £4350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	21-22: £0 22-23: 2937.78 (Recovery) 23-24 £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	21-22: £43961.66 22-23: £53170.28 23-24 £48,848.75 (including recovery)

## 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	
Updated November 2023	
Pupil Premium Total	38 children – 19.09% (199 children on roll) 30 children – 14.5% (207 children on roll)
Pure Pupil Premium (children without SEND or EAL)	37% (14) 58% (18)
Pupil Premium with SEND	26% (10) 26% (8)
Pupil Premium with SEND (social and emotional)	40% (12) 65% (5/8 - PPG with SEND)
Pupil Premium identified as vulnerable (SEND, CLA, Enabling Families, EHP, Young Carer, EMAT, other home issues)	63% (19) 55% (17)

### 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	<p><i>Teacher assessment data and book looks identify a large attainment gap for writing across the school (KS1 and KS2).</i></p> <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</i></p>

	<i>from 2019 and Rising Stars stating that KS1 year groups showed the largest drops in attainment in all three subjects.</i>
4	<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>
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 7<sup>th</sup> 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	<p>Children are able to articulate strategies to manage their wellbeing and emotions evidenced through</p> <p>Nurture Questionnaires</p> <p>ELSA pupil voice</p> <p>Parent voice</p> <p>Safeguarding questionnaires</p>
<p>Diminished gap between disadvantaged and non-disadvantaged in writing</p> <p><i>22-23 the gap between disadvantaged and non-disadvantaged in maths has grown additional aim is to close the gap in writing and maths</i></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><i>NFER assessments show progress in maths</i></p>
Accelerated progress in EYFS and KS1 for reading	<p>Reading ages increase above the expected rate</p> <p>83%+ of Year 1 children pass the phonics test.</p> <p>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>
Increased resilience and self-esteem and as a result, behaviours for learning	Children are able to explain the impact of intervention, evidenced through

	<p>Nurture Questionnaires</p> <p>ELSA pupil voice</p> <p>Parent voice</p> <p>Increased progress academically</p>
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

23-24: £3345.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to improve quality first teaching <ul style="list-style-type: none"><li>- National College Memberships</li><li>- Other relevant CPD linked to targets specifically writing</li><li>- CPD for new phonics programme (Supersonic Phonic Friends)</li><li>- CPD for new approach to 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:

21-22 £26695.42

22-23: £37,696.28

23-24: £35,388.33



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="#">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 <a href="#">The subsidy rate for 2022/23 will be 60%, 40% top up</a> <a href="#">23-24 school led tutoring to take placed within current staff contracts as a TA intervention</a>	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 <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>	3,2
Streamed classes for writing where appropriate (member of SLT)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a> Reducing class size has a positive impact of +2months when the reduction is with 10 pupils or more Smaller classes only have impact when it allows adults to have a higher number of quality interactions with children This can also improve behaviours for learning	3,2,4
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

	Focus for maths disadvantaged children – pre and post teach where appropriate.	
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> New SSP Phonics programme introduced in 22-23 (Supersonic Phonic Friends)	3,2,4

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

Budgeted cost:

21-22: £ 14,371

22-23: £12,710.00

23-24: £5765.41 + £4350 recovery = £10,115.41

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 health and wellbeing -Guitar lessons -Angling for Education -Farm visits	Case studies from youth interventions in West Sussex identify positive impact on resilience, confidence, positivity, general wellbeing, relationships. <a href="https://www.angling4education.com/casestudies">https://www.angling4education.com/casestudies</a> Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. <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>	4

<p>ELSA Teaching Assistant</p> <p>-release time for KS2 ELSA TA to complete 1:1s and group work.</p> <p>-training for KS1 ELSA TA and subsequent release time.</p> <p>22-23: KS1 ELSA trained in 21-22 academic year – release time for 1:1s and group work for both KS1 and KS2 ELSAs</p> <p>23-24 ELSA provision to continue</p>	<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
<p>Consistent and relentless approach to attendance</p>	<p><a href="#">Improving School Attendance for Schools and Local Authorities May 22</a> 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>	5

**Total budgeted cost:**

21-22: £43,961

22-23: £53,170.28

23-24; £48,848.75 (including recovery)



## 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 2022 to 2023 academic year.

#### **Outcome**

Children have strategies to manage wellbeing and emotions

Increased resilience and self-esteem and as a result, behaviours for learning

#### **Impact**

ELSA and Nurture had a positive impact on children's wellbeing

#### **Pupil voice Nurture**

*"It helped me to control my emotions – we sat down and talked and we could express our emotions."*

*"It helped me to come into school in the morning, it was a small group and so was easier than to go straight into class."*

*"It helped as it was an easy way to express ourselves, if we had any questions or worries – and I liked the food"*

*"I really enjoyed it because if I was nervous or worried I could share it. I liked talking and listening to my friends. It helped me know what to do if my friends were worried."*

#### **ELSA Pupil Voice**

*"She helped me with my confidence and to express my feelings. She has also checked with my sister."*

*"It has helped me talking about my worries and what to do with them. I am now dealing better with my worries."*

#### **Safeguarding questionnaire Spring 2023:**

Pupils continue to have positive attitudes towards school with 98% of pupils stating that their school is a happy school.

#### **Ofsted Report Autumn 2022:**

**Ofsted report, Autumn 2022 stated:** *'South Bersted is a friendly and welcoming school. Relationships between staff and pupils are warm and caring. This helps pupils to feel safe in school, because they know an adult will listen if they have any worries. Pupils value each other's differences. As one said, 'I love how everyone can find a friend here.'*

## **Parent Voice Summer 2023**

*Care for all pupils whilst still striving for excellent academic results*

*Welcoming and always show kindness to the kids, encourage and support wherever needed*

*School takes all care in child development. Never ever had one issue been ignored, but dealt with care and feedback was always provided along with necessary steps for both teachers and parents.*

*Care for all pupils whilst still striving for excellent academic results*

*We feel like the school cares about children. The school go above and beyond to provide opportunities for children before / after school. Communication is fantastic and lots of opportunity to read / kept in the loop of xxx's progress. I loved the organisation of the school sports day. The community shown on the sports day of people helping each other when children struggled was fantastic and showed that the school has great values from the top down. The school is well led and we are glad that we went xxx to South Bersted, she will thrive here.*

### **Outcome**

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 (2022-2023 addition to the plan)

### **Impact**

There have been 6 additional PPG children join the school since Autumn 2022.

4/6 were below in reading

4/6 were below in writing

5/6 were below in maths

### **Writing End of KS2:**

77% of children at ARE in writing with a progress measure of 0.6

29% of children with low prior attainment met the expected standard in writing.

73% of PPG met the expected standard compared to 58% nationally for PPG children.

The national 2023 gap is 21% between PPG and non-PPG compared to an in-school gap of 7% at the end of KS2

### **Writing End of KS1:**

53% of children met the expected standard in writing at the end of KS1

67% of PPG achieved ARE in writing at the end of KS1 compared to 60% nationally for all pupils.

The end of KS1 writing gap is +17%

## **EYFS**

Children continue to come into EYFS low for reading with 0% of PPG children at ARE for the end of nursery expectations

60% of PPG children met ARE in writing at the end of EYFS with a gap of -4%

## **Writing whole school**

The gap between PPG and Non-PPG has diminished over the 22-23 academic year from -19% in the summer of 2022 to -15% at the end of the 22-23 academic year

## **Maths End of KS2**

77% of children met the expected standard in maths with an average standardised score of 104.1

The progress score for maths was 0.4

57% of children with low prior attainment met the expected standard in maths

60% of PPG children met the expected standard in maths compared to 59% nationally.

The gap was -33% at the end of KS2

## **Maths end of KS1**

67% of children met the expected standard in maths at the end of KS1 compared to 70% nationally

83% of PPG children met the expected standard in maths

PPG gap was +20% at the end of KS1

## **Maths EYFS**

60% of PPG children met the expected standard in maths at the end of EYFS

## **Maths Whole School**

The maths gap for PPG and non-PPG is -18% at the end of the 22-23 academic year which has maintained from the previous school year and is currently the biggest PPG gap within the school.

## **Outcome**

Accelerated progress in EYFS and KS1 for reading

## **Impact**

## **End of KS1**

67% of children met the expected standard in reading at the end of KS1

83% of PPG children met the expected standard in reading at the end of KS1

The PPG gap at the end of KS1 was +20%

#### **Year 1**

80% of PPG children passed the phonics screening at the end of Year 1

#### **EYFS**

Children continue to come into EYFS low for reading with 0% of PPG children at ARE for the end of nursery expectations

At the end of the year 40% of PPG children were ARE in word reading

#### **Progress from EYFS to End of KS1 Reading all children**

Reading			
	EYFS Baseline	EYFS Data	End of KS1
Year 2 (30)	17%	60%	67%

#### **Outcome**

[Attendance for disadvantaged children to increase \(2022-2023 addition to the plan\)](#)

#### **Impact**

Whole school attendance 2022-2023: 93.9%

PPG (+FSM and Ever6) attendance in the 2022-2023 academic year was 91.6%.

FFT attendance was 91.3% for FSM, which is -0.3% on the school's FSM attendance. National attendance for FSM (all schools) is 88.7% for FSM. Nationally, there is a clear focus on improving the attendance of FSM pupils.

#### **Overall impact and actions for 2023-2024**

Small group tuition had significant impact on pupil attainment

Average increase per group (standardised score where maintaining the same score would be expected progress)

93.3	101.3
95.25	101.5



99	105.3
<p>The maths PPG gap is significantly larger than reading and writing (-18% compared to -5% in reading and -7% in writing – all school average) maths still needs to remain a focus</p> <p>FSM and PPG attendance still needs to improve – continue to work with key families to improve attendance – specifically related to holidays taken during term time.</p> <p>PPG are achieving well at the end of KS1 with positive attainment gaps. However, children continue to come in low at EYFS and therefore reading remains a focus to accelerate progress from starting points.</p> <p>Writing remains a school priority for 2023-2024 and a clear action plan is in place to increase progress for all.</p>	

### 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.