Pupil premium strategy statement – South Bersted CE Primary

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	15.8%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	N.Goodwin
Pupil premium lead	R.Bush
Governor / Trustee lead	M.Robson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46647.50
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£46647.50

Part A: Pupil premium strategy plan

Statement of intent

Our school vision drives every action and aim within our school, we aim to educate the whole child; to achieve high standards as well as enrich pupil's moral and spiritual development. This vision is underpinned by John 10:10 where we aim to create an environment that allows all children, regardless of social economic background or vulnerabilities to flourish and therefore this statement aims to place the evidence-based 'building blocks' needed to enable disadvantaged children to feel safe and secure; achieve high standards; be 21st century global citizens and be in the best position possible as they go on into the wider world.

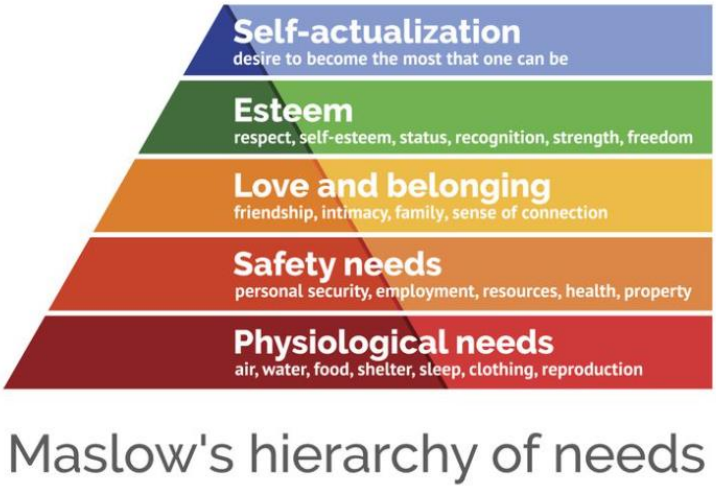
'I have come that they may have life and have it to the full.'

In order to achieve our goals, we first need to understand our local context. The map below shows that our local catchment falls with the 4th and the most deprived decile in the country (Index of Multiple Deprivation - IMD). In relation to 'neighbourhood level' deprivation, our local area of Arun also falls within the 10% most deprived areas in England. Therefore, despite our disadvantaged figures being below national at 15.8% compared to 24.6% FSM children nationally. We serve a disadvantaged area within the England.

Pupil Premium Context

Within our school we have 15.8% pupil premium, of this group, 37.5% are also SEND, 9% are EAL and 62.5% are classed as having an additional vulnerability according to school data. Therefore, our barriers for our disadvantaged children are more complex than just social economic background as only 18.7% are classed as pure PPG (PPG children who do not correlate with any other additional need or vulnerability).

Therefore, through our Pupil Premium Strategy plan we aim to identify barriers for both groups of children and individual children. We base our plan on Maslow's Hierarchy of Needs



Maslow's hierarchy of needs

We identify that we must meet the basic needs of our children first and foremost to ensure they then have the capacity for self-actualisation - to be able to learn and achieve academic success. Therefore, a key principle is:

- **To support children's emotional wellbeing to ensure they can make the progress of which they are capable**

FFT data published in January 2023 states that:

- Those who were eligible for FSM at school for any length of time were less likely to go on to a positive destination (sustained work or education at age 22),
- Long-term disadvantaged individuals were around twice as likely to be observed in sustained receipt of workless benefits at age 22 than those who were eligible for FSM for the shortest period. And around six times more likely than those who were never eligible for FSM.

Therefore, a key principle is:

- **To provide quality first teaching and rapid and robust intervention where needed to provide academic success and diminish the difference**

In line with our vision and values of creating well-rounded individuals that go on to be 21st century global citizens a key principle is:

- **To give children a wide range of opportunities and experiences that educate and develop the whole child.**

We aim to achieve these key principles 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,
- Ensuring our ELSA trained TAs are used to support the emotional needs of our children,
- Completing an analysis of need to support key barriers,
- 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	**Emotional wellbeing and resilience:** Year on year, there is an increase in the number of children needing access to additional social, emotional and wellbeing support within school. If children do not have this basic need of safety and emotional wellbeing met, according to Maslow, they will be unable to achieve self-actualisation
2	**Early reading:** Children come into early years significantly low. At the reception baseline only in 2023-2024 only 3.8% of children came to school at the expected nursery

	standard for word reading, they knew on average 2.56 sounds, this figure was less for FSM children with 0% coming to school at the expected standard for the end of nursery and knowing 0.83 sounds. 50% of FSM children finished early years at the expected standard for reading At the end of Year 1 2023-2024 60% of disadvantaged children met the expected standard for phonics compared to 71% nationally.
3	**GLD:** The number of disadvantaged children that reach the expected standard in all the early learning goals is lower than other children. Increasing the number of children who reach the expected standard for reading will increase GLD. In 2023-2024 40% of disadvantaged children in EYFS reached GLD at the end of early years compared to 52% nationally.
4	**Writing** Writing is a school priority and is the lowest attaining subject for both disadvantaged and non-disadvantaged children. Writing is the lowest attaining subject for disadvantaged children with on average 62% of children working at ARE at the end of the 2023-2024 academic year.
5	**Combined:** The number of children achieving combined is low with on average 54% of disadvantaged children across the school reaching ARE in Reading, Writing and Maths at the end of the 2023-2024 academic year.
6	**Attendance:** In the 2023-2024 academic year FSM attendance was 90.9% this figure is compared to whole school attendance which was 94% in 2023-2024. Whole school attendance is 0.5% below National for 2023 – 2024.

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 feel safe and secure in school Children have strategies to manage big emotions	Children can articulate strategies to manage their wellbeing and emotions evidenced through Nurture Questionnaires, ELSA pupil voice, Parent voice, Safeguarding questionnaires.
Disadvantaged children make accelerated progress in early reading	The percentage of children reaching the expected standard in word reading at the end of early years increases from 40% in 2023-2024 The percentage of children achieving the expected standard in phonics increases from 60% in 2023-2024.
Disadvantaged children in the early years make accelerated progress towards the early learning goals	The percentage of disadvantaged children reaching GLD increases from 40% in 2023-2024
Disadvantaged children make accelerated progress in writing	Whole school attainment for writing increases from 65% on average working at ARE across the school (2023-2024) Disadvantaged attainment for writing increases from 62% on average at ARE across the school (2023-2024)
The number of disadvantaged children reaching the expected standard in reading, writing and maths combined increased.	The percentage of children achieving combined on average across the school increases from 54% in 2023-2024.
The attendance figure for FSM children increases to at least in line with national figures	Attendance increases from 90.9% in 2023-2024 to at least 93% (+1% on FFT Aspire data 2024).

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[£3345.00]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to improve quality first teaching: - National College Memberships - Other relevant CPD linked to targets -CPD for whole school approach to writing -Talk4Reading training for phonics lead – training to be disseminated -Focus 5 training	EEF: 'Effective Professional Development, Three Recommendations for Designing and Selecting Effective Professional Development' recognises that high quality teaching can reduce the disadvantaged gap. Effective Professional Development | EEF	1,2,3,4,5,6
Subscription to programmes to boost academic attainment - Literacy Shed - Spelling Shed	Evidenced based programmes can support high quality teaching and learning https://blog.edshed.com/spelling-shed-and-the-science-of-reading/	2, 4, 5
Subscription to programmes which support diagnostic assessment -Accelerated Reader	By focusing on effective diagnostic classroom assessment, such as low-stakes retrieval quizzes, teachers can find the gaps in their pupils' understanding. This can provide important insights at a class level, by identifying whole topics in need of revisiting or reteaching, and supporting curriculum prioritisation; or, at an individual level, by indicating those pupils who would benefit from targeted interventions or additional support. https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment	5

Review the PSHE curriculum to support social and emotional needs of children – train staff accordingly	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1, 6

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

Budgeted cost: £ *[£35618.00]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition	EEF states that Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition | EEF	4, 5
Targeted TA interventions -Phonics	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3
Targeted TA interventions Reading Groups	Interactive reading approaches that engage the learner and increases engagement and progress https://educationendowmentfoundation.org.uk/news/eef-blog-interactive-reading-more-than-just-reading-a-book Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language interventions | EEF	2, 3, 5
Targeted TA interventions Writing	Interventions to be based on the EEF's Improving Literacy reports. -Modelling and supporting practice -Developing language	4

	-Promote fluent transcription skills https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
Targeted TA interventions Post Teaching	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 (+6 months). Feedback | EEF	4, 5
Smaller class sizes for writing where appropriate	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 Reducing class size | EEF	4, 5

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

Budgeted cost: *£ [7684.50]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific and targeted ELSA support for individual children Child specific interventions for mental health and wellbeing	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.	1, 6

	Social and emotional learning | EEF	
Wider Curriculum Experiences	Funding specific targeted experiences when is deemed necessary to support the 'whole child' Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips Research shows that extra-curricular activities can increase maths and reading results by +2months and can improve non-cognitive outcomes, such as teamwork, social responsibility and aspirations https://www.childrensuniversity.co.uk/media/1093/eef-childrens-university.pdf	1, 6
Communicating with and supporting parents	Effective parental engagement can lead to learning gains of +3 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1, 2, 3, 4, 5 ,6
Attendance	Embedding principles of good practice set out in: The DfE's guidance on working together to improve school attendance. The EEF's Attendance Interventions Rapid Evidence Assessment https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment One Cornwall Teaching Hub Partnership: Transforming Attendance in Cornwall https://www.onecornwall.co.uk/page/?title=Transforming+Attendance+in+Cornwall&pid=251	6

Total budgeted cost: £46647.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

"It was good for my anger. It calms me down and I use the strategies like how to breath"

"It has helped me open up to people, I used to struggle about how I feel"

"Helped me recognise the good things about myself and helped me to understand the things I can do and can't do. It has helped me to be optimistic and see the positive things"

SIAMs report, Spring 2024

The curriculum has meaningful and precise times for pupils to question and understand themselves, others and the world around them

Pupils who are considered to be vulnerable are supported well

Leaders make wellbeing a priority for both pupils and adults, which enables them to feel special and known as individuals. Pupils benefit from very positive and well-thought through emotional support. As a result, pupils develop the ability to manage their own emotions and flourish academically and personally.

PSHE Curriculum Review Autumn 2024

Parent comments to the question: Are there any areas that you feel we teach well as a school?

How to feel safe and how to deal with situations in life.

Confidence – xxxx has really come out of his shell and become a very confident person

Feeling/ wellbeing

Behaviour and inclusion

The school has taught my child so much about kindness mindfulness and respect

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

Writing End of KS2:

76% of children at ARE in writing with 3% at GDS compared to 71.7% nationally (+4.3) and 67.5% in West Sussex (+8.5)

80% of PPG met the expected standard compared to 58.5% nationally (+21.5) for PPG children and 47.7% (+32.3) for children in West Sussex.

There was an in-school gap of +4% at the end of KS2

Writing End of KS1:

66% of children met the expected standard in writing at the end of KS1

72% of PPG achieved ARE in writing at the end of KS1

The end of KS1 writing gap is +6%

EYFS

67% of children reached GLD in EYFS compared to 67.7% nationally and 67.4% in West Sussex

40% of disadvantaged children met GLD compared to 52.1% nationally and 45.5% in West Sussex

Children continue to come into EYFS low for writing with 10% of the cohort meeting the end of nursey expectations and 0% of FSM children meeting the end of nursery expectation.

67% of the cohort met the expected standard in writing compared to 60% at the end of the year

60% of PPG children met ARE in writing at the end of EYFS with a gap of -7%

Writing whole school

The gap between PPG and Non-PPG has continued to diminished over the 22-23 and 23-24 academic year from -19% in the summer of 2022 to -15% at the end of the 22-23 academic year and to -2% at the end of the 23-24 academic year.

Maths End of KS2

86.7% of children met the expected standard in maths compared to 73.1% nationally (+13.6) and 69% in West Sussex (+17.7)

80% of disadvantaged children met the expected standard in maths compared to 59.1% nationally (+20.9) and 49.2% in West Sussex (+30.8).

There was an in-school gap of -6.7% at the end of KS2

Maths end of KS1

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

75% of PPG children met the expected standard in maths

PPG gap was -8% at the end of KS1

Maths EYFS

26.9% of children entered EYFS at the expected standard at the end of nursery for number

77% of children were at the expected standard at the end of the year.

0% of disadvantaged were at the end of nursery expected standard when they entered EYFS and 60% of disadvantaged children met the expected standard by the end of the year.

Maths Whole School

The maths gap for PPG and non-PPG is diminishing with a gap of -18% at the end of the 22-23 academic year compared to a gap of -3% at the end of the 23-24 academic year

Outcome

Accelerated progress in EYFS and KS1 for reading

Impact

End of KS1

72% of children met the expected standard in reading at the end of KS1

75% of PPG children met the expected standard in reading at the end of KS1 creating a gap of +3%

6 children completed the retake for phonics 83% of children passed and 100% of disadvantaged children passed

Year 1

83% of children passed the phonics screening at the end of Year 1

60% of disadvantaged children passed the phonics screening at the end of Year 1

EYFS

Children continue to come into EYFS low for reading. On average 2.4 phonic sounds were known on entry and there were 6.7% of children at the expected standard for the end of nursery expectations.

On entry disadvantaged children knew on average 0.83 sounds compared to 43.1 at the end of the year

0% of disadvantaged children were at the expected standard for the end of nursery and 40% were at the expected standard for the end of the year

Progress from EYFS to End of KS1 Reading

Reading all children Attainment from baseline EYFS to the end of KS1		
EYFS Baseline	EYFS EoY	KS1 EoY
7%	73%	72%
Disadvantaged Children		
0%	67%	75%

Outcome

Attendance for disadvantaged children to increase (2022-2023 addition to the plan)

Impact

Whole school attendance increased marginally from 93.9% 2022-2023 to 94% in 2023-2024 which is 0.5% below national

FSM attendance in the 2022-2023 academic year was 91.6% and in the 2023-2024 academic year was 90.9% compared to 91.8% on FFT data

Tuition impact

Small group tuition had significant impact on pupil attainment

Reading Progress from Tuition		
October	SATs	Difference
94.9	100.5	+5.9
Maths Progress from Tuition		
96.4	102.9	+6.5

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance
Literacy Shed / Spelling Shed	Ed-Shed

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.