

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	2024 – 2025: 202 2025-2026: 200 (census) 2026-2027: 208 (census)
Proportion (%) of pupil premium eligible pupils	2024 – 2025 15.8% 2025-2026: 15.5% 2026-2027: 15.4%
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 2027
Statement authorised by	N.Goodwin
Pupil premium lead	2024 – 2026 R.Bush October 2026-2027: A.Stanton
Governor / Trustee lead	Victoria Gumbrell

Funding overview

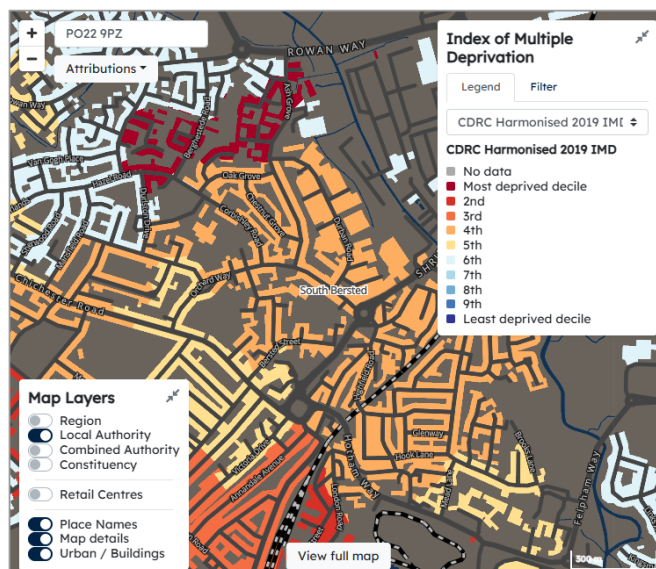
Detail	Amount
Pupil premium funding allocation this academic year	2024 – 2025: £46647.50 2025-2026: £47,848.75 2027-2027: £48,768
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	2024 – 2025: £46647.50 2025-2026: £47,848.75 2027-2027: 48,768

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	<p><u>Emotional wellbeing and resilience:</u></p> <p>Year on year, there is an increase in the number of children needing access to additional social, emotional and wellbeing support within school.</p> <p>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</p> <p>This continues to be an area of need at the end of the Autumn term 2025 with:</p> <ul style="list-style-type: none">- children accessing 1:1 ELSA support- children accessing ELSA support through Nurture- A higher number of children have been referred for Thought-full support- A higher number of families have been referred for DST support due to emotional regulation at home.

	<p>21% of the school are therefore currently accessing additional mental health support above and beyond normal classroom practice.</p> <p>Update to 2026-2027 plan</p> <p>In the 2025-2026 academic year, 53 children accessed ELSA support either through 1:1 or group work. This means 25% of the school accessed additional mental health support through school ELSAs. 9 SPOA referrals were made, 6 children accessed play therapy, there were 9 Thought-full referrals and 25 referrals to the DST.</p> <p>The percentage of vulnerable children across the school also increased from 62% in Sept 2025 to 70% in June 2026.</p> <p>This clearly identifies the need for additional mental health support above and beyond normal classroom practice.</p>
2	<p><u>Early reading:</u></p> <p>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</p> <p>At the end of Year 1 2023-2024 60% of disadvantaged children met the expected standard for phonics compared to 71% nationally.</p> <p>2025-2026 this remains a challenge with only 13% of children coming into school at the correct end of nursery level for reading and only 2.1 sounds known (this is less than the previous 2024-2025 academic year which was 3.6 sounds)</p> <p>0% of FSM children left EYFS at the expected standard for reading.</p> <p>Update to 2026-2027 plan</p> <p>In the 2025-2026 academic year EYFS base line data showed that on average pupils knew 2.1 sounds on entry, the lowest since 2020, on average FSM pupils knew 1.5 sounds on entry - 75% of FSM children reached the expected standard for word reading and comprehension in the EYFS</p> <p>In the 2025-2026 academic year only 50% of children (1/2) at Year 1 passed the phonics screening, compared to 81% at the end of KS1, this is +2.3% on the 2025 national average.</p> <p>This indicates that due to low starting points a focus on early reading to close the gap is still a strategic priority.</p>
3	<p><u>GLD:</u></p> <p>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.</p> <p>In 2023-2024 40% of disadvantaged children in EYFS reached GLD at the end of early years compared to 52% nationally.</p>

	<p>2024-2025: Disadvantaged GLD in EYFS was in line with national results at 50% - aim to maintain/increase this % for 2025-2025 academic year</p> <p>Update to 2026-2027 plan</p> <p>50% (2/4) of FSM children achieved GLD at the end of EYFS – maintaining GLD from the previous academic year. This indicates that although FSM figures in EY are not statistically viable this is still an area of need – results analysis shows that the ELG of writing is the lowest performing area for FSM children in the EYFS – so to increase the percentage at ARE for writing will increase overall GLD</p>
4	<p><u>Writing</u></p> <p>Writing is a school priority and is the lowest attaining subject for both disadvantaged and non-disadvantaged children.</p> <p>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.</p> <p>At the end of KS2 2024-2025: 50% of disadvantaged children were ARE for writing, this is -9% on national, -2% on West Sussex and -5% on Arun.</p> <p>Update to 2026-2027 plan</p> <p>Writing remains a school priority for the 2026-2027 school year, it remains the lowest attaining area for FSM children, although the end of KS2 gap has closed from 41% to 24% and children made +16% gains from their end of KS1 data, the overall % of FSM children at ARE is 56% compared to 67% in reading and maths – this therefore consequently impacts combined figures for R, W, M. The same pattern is evident in EYFS with 75% of FSM achieving the ELG for reading and maths but only 50% achieving in writing.</p>
5	<p><u>Combined:</u></p> <p>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.</p> <p>Remains a priority: 2024-2025 The percentage of all children achieving combined on average across the school increased from 54% in 2023-2024 to 61% in 2024-2025. End of KS2 FSM combined was 25%.</p> <p>Update to 2026-2027 plan</p> <p>Combined data for the end of KS2 for FSM children was 44% this is below the 2025 national figure of 47% - analysis of data identifies that to increase combined FSM, writing attainment needs to increase.</p>
6	<p><u>Attendance:</u></p> <p>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.</p>

	<p>Significant improvements in this area – continue to action and implement as in the 2024-2025 school year</p> <p>Update to 2026-2027 plan</p> <p>Following the addition of this as a priority, there have been significant gains in this area</p> <p>At the end of the 2025-2026 academic year the school was +0.68% above national for attendance.</p> <p>FSM attendance for the 2025-2026 academic year was 94.4% which was +0.9% on last academic year and +4.4% on the 2023-2024 figure</p> <p>Within the LA we are ranked 13th out of 226 school.</p> <p>For FSM pupils, the school remains in the top 10 -20% of schools.</p>
7	<p>76% of FSM children across the school have an additional vulnerability (2025-2026)</p> <p>Update to 2026-2027 plan</p> <p>In the 2025-2026 academic year vulnerability continued to increase to 70% of children now classed as vulnerable (June 2026) compared to 62% in September 2026. Out of PP children only 4 were identified as pure PP which means that 89% of PP children had an additional vulnerability factor according to school data.</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
<p>Children feel safe and secure in school</p> <p>Children have strategies to manage big emotions</p>	<p>Children can articulate strategies to manage their wellbeing and emotions evidenced through Nurture Questionnaires, ELSA pupil voice, Parent voice, Safeguarding questionnaires.</p>
<p>Disadvantaged children make accelerated progress in early reading</p>	<p>The percentage of children reaching the expected standard in word reading at the end of early years increases from 40% in 2023-2024</p> <p>The percentage of children achieving the expected standard in phonics increases from 60% in 2023-2024.</p>
<p>Disadvantaged children in the early years make accelerated progress towards the early learning goals</p>	<p>The percentage of disadvantaged children reaching GLD increases from 40% in 2023-2024</p>
<p>Disadvantaged children make accelerated progress in writing</p>	<p>Whole school attainment for writing increases from 65% on average working at ARE across the school (2023-2024)</p>

	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] 2025-2026: £4039.58 2027-2027:

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	Evidenced based programmes can support high quality teaching and learning https://blog.edshed.com/spelling-shed-and-the-science-of-reading/	2, 4, 5

- Spelling Shed		
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 2025-2026: write and complete Year 1 of the new curriculum following the review	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] 2025-2026: £31,452

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	<p>Interactive reading approaches that engage the learner and increases engagement and progress</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-interactive-reading-more-than-just-reading-a-book</p> <p>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.</p> <p>Oral language interventions EEF</p>	2, 3, 5
Targeted TA interventions Writing	<p>Interventions to be based on the EEF's Improving Literacy reports.</p> <ul style="list-style-type: none"> -Modelling and supporting practice -Developing language -Promote fluent transcription skills <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	4
Targeted TA interventions Post Teaching	<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. Studies of verbal feedback show slightly higher impacts overall (+6 months).</p> <p>Feedback EEF</p>	4, 5
Smaller class sizes for writing where appropriate	<p>Reducing class size has a positive impact of +2months when the reduction is with 10 pupils or more.</p> <p>Smaller classes only have impact when it allows adults to have a higher number of quality interactions with children</p> <p>This can also improve behaviours for learning</p> <p>Reducing class size EEF</p>	4, 5

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

Budgeted cost: £ [7684.50] 2025-2026: £12357.17 2026-2027:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific and targeted ELSA support for individual children</p> <p>Child specific interventions for mental health and wellbeing</p> <p>2025-2026 train additional ELSA following staff change</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>Social and emotional learning EEF</p>	1, 6
Wider Curriculum Experiences	<p>Funding specific targeted experiences when is deemed necessary to support the 'whole child'</p> <p>Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips</p> <p>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</p> <p>https://www.childrensuniversity.co.uk/media/1093/eef-childrens-university.pdf</p>	1, 6
Communicating with and supporting parents	<p>Effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	1, 2, 3, 4, 5, 6
Attendance	<p>Embedding principles of good practice set out in:</p> <p>The DfE's guidance on working together to improve school attendance.</p>	6

	<p>The EEF's Attendance Interventions Rapid Evidence Assessment https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>One Cornwall Teaching Hub Partnership: Transforming Attendance in Cornwall https://www.onecornwall.co.uk/page/?title=Transforming+Attendance+in+Cornwall&pid=251</p>	
--	---	--

Total budgeted cost: £46647.50 2025-2026: £47848.75 2026-2027: 48,768

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome

During the 2025-2026 school year, there were 38 PP children, out of 38, 34 had additional vulnerabilities and therefore only 4 were classed as 'pure' PP

The addition of new children has increased the level of need across the school. As of June 2026 the school now has 70% vulnerable (146 children) and 52% disadvantaged (110 children) this us an increase from 62% vulnerable and 48% disadvantaged in September 2025 – this identifies an upward trend in levels of need across the school.

Children feel safe and secure in school

Children have strategies to manage big emotions

Throughout the school year the RSHE curriculum was amended to meet the needs of statutory requirements and the school's context, child voice supports that children have a range of strategies to support mental health

Child Voice:

- *Blowing bubbles and breathing*
- *Use the calm corner and tell an adult if you are upset.*
- *Tell the teacher, I can go to the calm corner and play with the fidget toys. If I have a worry I can put my worry monster in the box.*
- *Teaches you to let out your tears, tell a grown up how you're feeling. Go to the calm corner, watch the sand timer.*
- *We watched the Inside Out film, I have a box next to my table and I like the people on my table. You ask a teacher nicely if I need help or go to the calm corner.*
- *The school has an emotion board so we can put our names on where we are feeling. To always say if your sad or a friend is sad. Always make sure they're ok and ask a teacher guardian or carer to have a break or ask to sit with them and talk to them. Always tell if it's you or your friend is ok otherwise because you haven't told if you're ok or your friend because the problem will escalate (SEND)*

The safeguarding children's questionnaire 2026 found that on average 99% of children stated that the school is a happy place and that they feel safe at school.

The school trained an additional ELSA during the 2025-2026 academic year, this meant children in both KS1 and KS2 could be targeted through individual work and group programmes. For example, a Nurture group within KS1 focusing on 'Starving the Anger Gremlin' Throughout the year 53 children were able to access ELSA support either through 1:1 or group work. This means 25% of the school were able to access additional mental health support. This took the form of 1:1 intervention with a specific social and emotional focus, de-compression and sensory groups, Nurture groups and Transition support groups.

Child Voice:

- *I now understand that getting things wrong is ok. It's ok to get things wrong and I don't have to be perfect. I can enjoy learning through mistakes*
- *It has helped me to understand how not to be mad all the time and to take deep breaths*
- *I used to be really angry and hurt people, this has taught me to look at my emotions and control them*

Disadvantaged children make accelerated progress in early reading

EYFS

EYFS base line data showed that on average pupils knew 2.1 sounds on entry, the lowest since 2020, and 87% (+10.5% on 2025 National) pupils achieved the expected standard in word reading at the end of the 2026 academic year.

EYFS base line data showed that on average FSM pupils knew 1.5 sounds on entry - 75% of FSM children reached the expected standard for word reading and comprehension in the EYFS (note that the number of children was not statistically viable – 4 children with 3 achieving)

Year 1

Over the past four years, the school has a positive four-year trend in the Year 1 Phonics Screening. The school has performed above National for the past four years.

The 2026 FSM data was -17% on the 2025 national figure. It is important to note that the amount of FSM children is not statistically viable within that cohort (2 FSM children and 50% achieving the expected standard)

Year 2

Over the past four years, the school has a positive four-year trend on National. Disadvantaged pupils have achieved 83% for the past two years.

Phonics data in Year 2 remains above national compared to 2025 figures +3.9% for the whole cohort and +2.3% for FSM, the FSM number within this class is statistically viable.

Disadvantaged children in the early years make accelerated progress towards the early learning goals

The approaches and adaptations to EYFS provision have resulted in positive trends in GLD outcomes. Over 4 years, the school has closed the National attainment gap by 10%. Whole cohort data continues to show a positive trend for GLD.

50% of FSM children reached GLD – the number of children, however, was not statistically viable (4 children, 50% reaching GLD) GLD outcomes, show a positive three-year trend for FSM pupils with a 17% increase between 2024 and 2026. (From 33% to 50%).

Disadvantaged children make accelerated progress in writing

50% of EYFS FSM children met the ELG for writing (cohort not statistically viable) this is compared to 0% of children at ARE during the EYFS baseline

56% of KS2 FSM children met the expected standard for writing (statistically viable) national disadvantaged for 2025 was 59%. When tracking the progress of this cohort, you can see at the end of

KS1 40% were ARE for writing – showing gains of +16% over KS2. There is no GLD data for EYFS for this cohort due to covid 19 lockdowns.

11% of FSM children achieved GDS in writing at the end of KS2 this is an increase from 0% in the 2024-2025 academic year.

The PP/Non PP gap for end of KS2 is -24% for writing – this has declined from -41% in the 2024-2025 academic year

The number of disadvantaged children reaching the expected standard in reading, writing and maths combined increases.

44% of disadvantaged children met the combined standard for reading, writing and maths in KS2 compared to a 2025 national figure of 47%. This is an increase from 25% in the 2024-2025 academic year (2/4 children)

The attendance figure for FSM children increases to at least in line with national figures

At the end of the 2025-2026 academic year the school was +0.68% above national for attendance.

FSM attendance for the 2025-2026 academic year was 94.4% which was +0.9% on last academic year

Within the LA we are ranked 13th out of 226 school.

For FSM pupils, the school remains in the top 10 -20% of schools.

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)

<i>For schools that receive this funding, you may wish to provide the following information:</i> 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.