

Pupil Premium Strategy 2021-2022

Pupil Premium is money given to us by the government based on the number of children we have who are entitled to Free School Meals. We receive a little 'ever 6' funding based on the number of children who have had Free School Meals but are no longer eligible. We are proud of the support we have given to families to return to work.

Summary information					
School	Bersted Green Primary School				
Academic Year	2021 -2022	Total PP budget	£97460	Date of most recent PP Review by external consultant	Spring 2018
Total number of pupils	September 21 305	Number of pupils eligible for PP	Sept 21: 70	Date for next internal review of this strategy	July 2022

Current attainment

We do not have July 2020 or July 2021 data as the children were not all in school due to COVID19
 Bersted Green expects every child to make accelerated progress (7 target tracker steps and not 6 as is expected).
 Children have all made very good progress.
 Historically there is a gap between PP and non PP evidenced in baseline assessment, Y1 phonics and Y2 SATs but this closes by Y6.
 In July 2019 90% of Y6 PP children achieved the expected standard in reading, writing and maths and also made the expected progress.

School will be running extensive catch up for any child with gaps in learning or well-being.

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	A school in an area of high deprivation (8 th most deprived ward in England). Differentiation is very substantial and planning complex.	
B.	Gaps in learning and in knowledge. Poor vocabulary as well as EAL. PP and SEN combined needs. Low independence and basic skills in YR.	
C.	Age expected attainment in reading and writing and maths and impact from COVID19	
D.	Challenging and inspiring most able children	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Some children arrive at school not ready to learn following events at home/outside school	
F.	Parental engagement and aspiration	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils making good progress and Age Expected attainment in reading and writing and maths	Children make good progress and 'catch up' More children achieve ARE/GD in RWM
B.	Pupils arriving in class ready to learn	Learning of other children is not disturbed. Pupils settle quickly to learning Children have the uniform they need and are not hungry
C.	Children access the support they need, when they need it - e.g. as they arrive at a new school	Gaps in learning and misconceptions identified rapidly Vocabulary supported/pre-taught
D.	Challenge and Academically Able children have opportunity to be stretched and work with other like-minded children	Impact on greater depth learning and mastery
E.	Reading and completing homework in loco parentis	Reading confidently impacts on accessing the curriculum and completing homework and marking in class with peers impacts on teamwork and progress Impact from AfA - Accelerated reading as well as 'my on' on parental engagement and in particular hearing children read, attending parents evenings and supporting the completion of homework

F.	Pupils accessing learning beyond the school day as well as curriculum enrichment to impact on engagement, teamwork, responsibility, self-esteem and confidence.	Engagement, full access to a broad and balanced curriculum. Opportunities accessed beyond school. Children talking about potential career paths including qualifications and university
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We know our children very well and support them individually;

Children will benefit from talking about issues that concern them so that they are better able to focus on their work when in class and their commitment to learning is positive;

Small groups of children will develop their social and play skills as well as English language vocabulary through adult support and modelling at clubs such as Construction Club, Gardening Club and various sports clubs;

Children with theatrical, leadership or team building talents or challenges will be supported beyond the school where this is seen to have in the child's opinion an impact on their education;

New joiners to the school and children with more complex needs are able to access the curriculum at appropriate levels and can work in a way that is of benefit to them;

We will assess older children in their first language and provide appropriate support to enable them to integrate into a new school and new culture rapidly.

We will be able to provide children with regular opportunities to practice their reading with trained reading volunteers;

Children in EYFS will be able to develop their attention as well as their speaking and listening skills and basic cognitive skills in a small group so that they can then transfer these skills. We are also running the NELI language programme.

We will progress links and support the developments in Little Acorns Pre-school. The investment in this provision has shown impact on the children's language

Running targeted intervention groups including maths and writing intervention groups/'catch up' clubs and providing some individual reading support; we will continue to oversee and support our team of reading volunteers including 12 'Rotary Readers' who we hope will again (following covid) hear reading every week; we will also work to develop memory etc. Read, Write Inc will continue to be monitored for impact.

Planned expenditure: £97460					
How we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					£48878
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil progress and engagement	Single year group classes	Precision teaching, focussed planning	Monitoring of progress and teaching	PP lead Basic skills lead	July 2021
Inclusive learning Enjoyment Enrichment	Trips, visits, visitors accessed , reading in loco parentis,	Inclusion and the benefit of the opportunity on learning		All Head	
Challenge and Academically Able children	Maths club, writing groups, Cathedral groups/sessions, Chichester theatre groups	Opportunity to be stretched and work with other like-minded children			
ii. Targeted support					£19682
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Personalised, timely support accessed	Targeted interventions Inc. buying books for Accelerated reading	Gaps and misconceptions - time out of school/between schools impacting Secure impact from Accelerated reading Good impact on PP/SEND	Monitoring of progress and teaching and interventions Talking to children	All overseen SMT and PP lead	July 2021

	Pre-teaching vocabulary, hearing children read, supporting incomplete homework As well as structured conversations with families	2 year old data reports to be 4 th lowest in country for speech and language. Need to enrich vocabulary/provide vocabulary to access learning 28% PP 31% EAL 28% SEND			
iii. Other approaches					£28900
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils arriving in class ready to learn	Early Morning Club Children have the uniform they need	A significant number of children are trying to manage /experiencing anxiety, coping with bereavement, family separation/challenges Engagement, self-esteem, resilience, equality	Observe children arriving at class Monitor progress	Teachers Teachers /SMT	July 2021
Teamwork, resilience, self-confidence improve with impact on engagement and basic skills	Pupils accessing learning beyond the school day as well as curriculum enrichment Counsellor. Forest schools. Sea Hawks	Affordability, opportunity, inclusion and the incredible impact it has	Teamwork, resilience, self-confidence improve with impact on engagement and basic skills observed and case studies	All Head	
Total budgeted cost					£97460

Review of expenditure July 2021

Previous Academic Year

Our Pupil Premium funding in the first year of Bersted Green primary School for 2016/17 was £69,170 for 243 children in school. With more children in the school now (305) this is a similar amount when compared - some deprivation is not recognised in this formula and this is largely due to an increase of EAL families who are working and so don't qualify for PP but may live in overcrowded conditions and low incomes. We support families returning to work by providing a morning club and working with ASPIRE Adult education to develop necessary basic skills alongside first aid, cooking and parenting skills etc. We opened a pop up shop to provide basic supplies for families and sought grants.

- Children taught in single year groups had a big impact when talking to the children. The children in Y1 and Y5 did not enjoy the necessary SATs focus that many of the younger children were not ready for and they said they didn't do enough art....
- The focus on the use of the practical equipment for all pupils, re-visiting 'basics' and planning for misconceptions e.g. checking work, X10, place value etc. as well as explaining the real life contexts work;
- Children talking, explaining, giving/receiving instructions, describing and are given the first hand experiences to achieve this including visits, cooking, Lego therapy etc.;
- Children learning concepts practically and the real life context/purpose explained;
- Running targeted intervention groups including maths and writing intervention groups/clubs and providing some individual reading support; we will continue to oversee and support our team of reading volunteers; we will also work to develop memory etc. Read, Write Inc will continue to be monitored for impact.
- Personalising learning according to the interests of pupils to support engagement
- Children practice and know their number facts including number bonds, tables etc
- Individual and small group support and interventions for our youngest PP children;
- Bilingual Teaching -pupils arriving at the school with English as an Additional Language are supported to develop their vocabulary and confidence. We will continue to support our Polish speaking parents.
- Early Morning Club - Staff work with individual children who may be experiencing anxiety, coping with bereavement or family separation etc. This ensures children are ready to learn at the start of the school day; we subscribe to
- 'Fairshare' so children can always have breakfast and also cook with healthy ingredients and make a hot snack.
- We will also ensure pupils eligible access the full extended curriculum we offer;

We use our pupil premium money to fund some important roles within school. These roles are focused on interventions towards increasing attainment, supporting children's emotional and behavioural needs to enable them to access the curriculum more effectively and increasing the

extended services we can offer in order to support our pupil premium children. For children moving between temporary housing we will support travel for continuity for a short time.

When children join the school in YR there is a gap between PP and non PP (particularly evidenced in the EYFS baseline assessment) - this would be inevitable but the gains in basic skills rapidly begins to close the gap. There is only a positive difference in Y6.

Children also will have joined the school (having had periods out of school as they have moved) with huge gaps and as maths knowledge is so incremental we have had to take them back to ensure learning is secure - this has impacted on the rate of progress but also on children making the transition to secondary without the gaps they had.

This is an impact from single year groups this year and personalising learning for PP pupils but quite honestly for every pupil. New pupils joining the school have been assessed and supported inc. AfA programme working with parents/carers to listen to reading and support homework - have settled in quickly. Accelerated reading, my on, times table rock stars and my maths support home learning. Progress for pupils with joint PP and SEND has significantly improved by at least 30% in reading, writing, maths and 40% in R+W+M. The majority of the PP children access clubs at school as well as (during 2020-21) free swimming lessons at Arun leisure centre - school paid the membership and a benevolent fund supported the lessons.

Early morning club ensures the children who need to are fed, clothed, listened to, heard to read/homework and ready to learn as school begins.

Well being is supported in a range of ways including :

ELSA - emotional literacy support; Forest schools and time in outside class room; Counselling with a primary age approach

Well being and stay and play clubs and groups; Time to talk activities; 2 therapy dogs to chat to, play with and hear reading

The proportion of pupil premium and ever 6 pupils making good progress increased. The gap closed. Now, attainment overall to improve with 'catch up'.

Review of expenditure - April 2020-2021				£102220
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did we meet the success criteria?	Lessons learned and whether to continue with this approach	Cost £55728

Pupil progress and engagement	Single year group classes	Pupils made strong progress at least in line with non PP pupils	Good impact from planning for/ to avoid misconceptions	£53528
Inclusive learning Enjoyment Enrichment	Trips, visits, visitors accessed, reading in loco parentis.	Children engaged. Strong progress. Impact on attendance. Children confident to articulate.	Planning trips/visits/visitors in advance. Ensuring there is minimal cost. Development of relationships in the community has been positive.	£2000
Challenge and Academically Able children	Maths club, writing groups, Cathedral groups/sessions, Chichester theatre groups	Able and AMA children achieved a good level of development. They benefitted from locality AMA days in PE, science, reading, dance as well as WSCC maths quizzes and work with Chichester Theatre	We anticipate that the focus on accelerated progress this year will impact on GD alongside ARE as learning gaps close. Classes with fewer spaces and 3 with 30 children will also impact positively as new children with big gaps and continual very high mobility has been a challenging barrier to improving data	£200
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did we meet the success criteria?	Lessons learned will we continue with this approach	Cost £19682
Personalised, timely support accessed	Targeted interventions Training for interventions Books for Accelerated Reading	Good impact SEND+PP in particular on progress Good impact from AR	SEND+PP and learning beyond school most limited - structured conversations and development of relationships had best impact	£6402.54 £1600 £3000

	Pre-teaching vocabulary, hearing children read, supporting incomplete homework As well as structured conversations with families Laptops for 'catch up'	Particularly good impact on progress for EAL and children with limited vocabularies	Using EAL type pre-teaching with a wider group of children to ensure all start 'the unit' of learning with the vocabulary they need	£4264
	Wellbeing Forest schools, counselling, ELSA, groups and clubs	Engaged children	Children value and respond to adults positively	£4415
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did we meet the success criteria?	Lessons learned will we continue with this approach	Cost £28900
Pupils arriving in class ready to learn	Early Morning Club	Engagement, self-esteem and resilience and being heard to read	Fairshare provided break snacks particularly for KS2 and opportunity to try new products.	3738
	Sea Hawks			9500
	Children have the uniform they need	Equality	Changing uniform to bottle green from jade green made easier to access additional uniform cheaply in supermarkets	5628
	Fairshare Assisted travel			400 658

Teamwork, resilience, self-confidence improve with impact on engagement and basic skills	Pupils accessing learning beyond the school day as well as curriculum enrichment	Attendance, engagement of children and their families. Families valuing school and forming relationships with teaching staff.	To further develop the theme of aspiration with children and their families as 38 PP children come from families 3 rd even 4 th generation unemployed.	5650
	Trips and clubs		To show the progress their children are making and to continue to work with ASPIRE to develop learning with families.	1850
	Swimming lessons supported			1476

Additional detail

- Running targeted intervention groups including maths and writing intervention groups/clubs and providing some individual reading support; we will continue to oversee and support our team of reading volunteers; we will also work to develop memory etc. Read, Write Inc will continue to be monitored for impact. We will ensure marking comments following children writing lead children to improve their writing in their next piece of work.
- Catch up funding may in addition support PP children as well as any child with gaps or who is struggling for any reason.

