

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bersted Green Primary School
Number of pupils in school	272
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Sept 2023
Date on which it will be reviewed	July 2024
Statement authorised by headteacher	K. Jarvis
Pupil premium lead	C. Middleton
Governor / Trustee lead	J.Jarmyn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117855.00
Recovery premium funding allocation this academic year	£5691.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 4778.21
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	£128324.46

Part A: Pupil premium strategy plan

Statement of intent

- Bersted Green in a school in an area of high deprivation (8th most deprived ward in England). Therefore ultimately, we want every pupil to succeed including, of course, our disadvantaged pupils.
- Our current pupil premium strategy plan works towards achieving those activities we have cited below.
- The key principles of our strategy plan are: we know our children well and will challenge, support and interest all children to develop into well-rounded, resilient and happy learners who are proud of their successes.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Differentiation is very substantial and planning complex (this makes sure that children learn from their starting point and gain confidence plus skills to move on and progress).
2	Gaps in learning and in knowledge. Poor vocabulary as well as EAL, PP and SEN combined needs. Low independence and basic skills in YR Mobility - saturated local social housing stock causes substantial movement from temporary housing. Eviction also plays a part.
3	Age expected attainment in reading and writing and maths and impact from COVID19 2 year old data reports to be 4 th lowest in country for speech and language. There need to enrich vocabulary/provide vocabulary to access learning 30% PP 29% EAL 29% SEND
4	Challenging and inspiring most children meeting the needs of HA
5	Low starting points due to less stimulation and access to experiences of young pre-school children
6	Some children arrive at school not ready to learn following events at home/outside school
7	Parental engagement and aspiration

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
Pupils making good progress and achieve Age expected attainment (ARE) in reading and writing and maths	Children make good progress and 'catch up' More children achieve ARE/GD in RWM. Gaps in learning are filled ensuring confident learners. 2023 SATs revealed broadly in line with West Sussex County Council data.
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
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 to ensure understanding and engagement Any gaps close as a child moves through the school
Challenge and High Attaining children have opportunity to be stretched and work with other like-minded children	Impact on accelerated progress as well as on greater depth learning and mastery
Reading and completing homework in loco parentis	Reading confidently impacts on accessing the curriculum and completing homework. Marking in class with peers impacts on teamwork and progress. Impact from AfA Achievement for All is on parental engagement, attending parents evenings and supporting the completion of homework and hearing children to read and also Accelerated reading (AR) where the focus in particular is hearing children read. Progress is recorded with the aim of children achieving 6 steps throughout an academic year. Year 6 children's reading data showed 53% gain 6 steps or more with 36% reaching 7 steps or more.
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

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: £60549.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Single year group classes Precision teaching, whole class, pre-teaching focussed planning. 1:1 teaching Small group target groups Differentiated Phonic group TA in each class everyday sometimes two</p>	<p>Pupil Progress and engagement. Single class year groups is necessary due to the extreme differences in abilities. Therefore, pupils concentrate on one Year group set of targets, work is differentiated accordingly. Having a TA in a class for a whole day has greater impact with supporting all children's learning throughout the day and not just the core subjects. Each member of staff's specialities are called upon to enhance planning, teaching and support.</p>	<p>1,2,3,4,5</p>
<p>All children are able to access all areas of the curriculum including extra curricular such as trips, visits, visitors accessed , reading in loco parentis Opportunity is given for children to join clubs which otherwise would be too expensive to attend.</p>	<p>Inclusive learning Enjoyment Enrichment Inclusion and the benefit of the opportunity on learning is power mount. Giving more opportunities enhances learning experiences. With these experiences, children gain a wide variety of skills in preparation for their future life as an adult. Skills gained could be from communication, fine motor, team building, inspiration to have ambitious goals for the future.</p>	<p>1,2,3,4,5,6</p>
<p>Maths club, writing groups, Cathedral groups/sessions, Chichester theatre groups Talented footballers Opportunity to be stretched and work with other like-minded children</p>	<p>Challenge and Academically Able and talented children Opportunity to be stretched and work with other like-minded children. Children learn from others so having a mix of characters will inspire one another. Role models encourage the children to try harder to gain ambitions. These role models reinforce the theory that you can succeed in life.</p>	<p>3,4</p>

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

Budgeted cost: £ 57351.11

Gaps and misconceptions lead to time out of school/between schools impacting.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Personalised, timely support accessed</p> <ul style="list-style-type: none"> • Targeted interventions • Recovery interventions and clubs • Pre-teaching vocabulary • EAL vocabulary group • EAL pre-teaching groups • 1:1 support • Speech and Language interventions • ELSA 	<p>Gaps in learning and misconceptions identified rapidly.</p> <p>Interventions fill gaps identified in a timely way.</p> <p>Vocabulary supported/pre-taught.</p> <p>Gaps and misconceptions -time out of school/between schools impacting on learning. Children are more confident.</p> <p>2 year old data reports to be 4th lowest in country for speech and language. There need to enrich vocabulary/provide vocabulary to access learning</p> <p>30% PP 29% EAL 29% SEND 26% Free School Meals</p>	<p>1,2,3,5</p>
<ul style="list-style-type: none"> • Hearing children read • 1:1 voluntary reader • Reading for pleasure • Supporting incomplete homework • As well as structured conversations with families <p>Buying books for Accelerated Reading</p>	<p>Reading confidently impacts on accessing the curriculum and completing homework and marking in class with peers impacts on teamwork and progress.</p> <p>Impact from AfA - Achievement for all on parental engagement and also AR Accelerated reading initiative from research project in particular hearing children read, attending parents' evenings and supporting the completion of homework.</p> <p>Secure impact from Accelerated reading Good impact on PP/SEND pupils</p>	<p>1,2,3,5,6,7</p>

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

Budgeted cost: £10423.7

Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning Club Reading time Homework support Communication games Emotional support Team building games Breakfast	<p>A significant number of children are trying to manage /experiencing anxiety, coping with bereavement, family separation/challenges Engagement, self-esteem, resilience, equality.</p> <p>Pupils arriving in class ready to learn as they have had the time to digest their issues rather than bring them into the classroom.</p> <p>Learning of other children is not disturbed. Pupils settle quickly to learning.</p> <p>Given a breakfast helps wake up the brain and fuelling the children ready to learn.</p>	5,6
Children have the uniform they need	<p>Children come to school ready to become part of the school's family.</p> <p>Therefore, they are happy -improving self-esteem and emotionally ready to learn.</p>	5, 6
Pupils accessing learning beyond the school day as well as curriculum enrichment Counsellor. Forest schools. Sea Hawks	<p>Teamwork, resilience, self-confidence improve with impact on engagement and basic skills</p> <p>Affordability, opportunity, inclusion and the incredible impact it has</p>	2,4

Total budgeted cost: £128324.46

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.

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 (280) this is a similar amount when compared (pro-rata) - 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.

During the year, a total 7 of children joined the school who were non-English speaking and 5 from Ukraine (PP). 5 of which enrolled into Year 6. These children had a year to learn the English language in order to access the curriculum and prepare for the all-important end of Primary Education SATs. With that in mind, the Year 6 children did extremely well to overcome this disadvantage. One child in particular gained 14 steps of progress through intervention, reading/phonics schemes and sheer commitment of the teaching team. The Year 6 cohort were as a whole substantially and emotionally disturbed. This was through their experiences of personal bereavement, war, severe changes in circumstances including fleeing their homeland. Data for writing showed that 11 children had made 6 to 11 steps of progress. Of those 11, 8 children had made accelerated progress. Maths data recorded 8 children making 6 or more steps of progress with one child making 20 steps. The wonderful results proved the quality first teaching and dedication of the teaching team.

- Children taught in single year groups had a big impact when talking to the children. The children in Y1 and Y5 in particular 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, times tables etc;
- Individual and small group support and interventions for our youngest PP children including the NELI language programme in YR;
- 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. Hampers can help a family need and basics are provided in the 'pop up shop';
- 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 and stability as well as continued schooling for a short time;
- When children join the school in YR there is a significant 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. Trends have shown, that initial assessments of reception children showed that the performance of disadvantage children were 80% behind in key areas of the curriculum. Whereas, recent Year SATs revealed that only 50% were behind. This clearly confirms that the gap is closing!
- Children also will have joined the school (having had periods out of school as they have moved a lot and the time to apply and accept a school place can be around 6 weeks) 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.

- There 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. working with parents/carers to listen to reading, support homework and work together with the school - have settled in quickly. Accelerated reading, times table rock stars and my maths support home learning electronically too;
- 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
- 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' where the roadmap to cover gaps is in place;
- By the end of Year 6 there is no negative difference in progress or attainment.

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
Forest Schools	Mikey's Freelance
Arun Leisure Centre Swimming	Benevolent Funded
Times Tables Rockstars	Maths Circle limited
My Maths	Oxford University Press
Accelerated Reading	Renaissance Learning
Phonics and Freshstart reading	Read, Write inc

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?	Residential and school trips
What was the impact of that spending on service pupil premium eligible pupils?	To engage the 2 children with learning, team building and friendships.

Further information (optional)

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 6 'Rotary Readers' hear reading every week; we will also work to develop memory etc. Read, Write Inc will continue to be monitored for impact