

Bernards Heath Infant School Pupil Premium Grant Report:

Academic Year: April 2014 to April 2015

The Pupil Premium Grant (PPG) is a Government initiative designed to narrow the attainment gap between economically disadvantaged pupils and their peers. The additional funding is allocated to the school to provide support for children from low income families to ensure they make good progress and achieve the expected attainment. Pupil Premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

In 2014/15 Bernards Heath Infant and Nursery School was funded £31,200 for pupil premium and looked after children.

Number of Pupils and Pupil Premium Grant received 2014/15

Total number of pupils on roll	322 (including Nursery)
Total number of pupils eligible for PPG	24 (Feb 14)
Total amount of PPG received	£31,200 (including funding for looked after children)

Nature of Support 2014/2015

Objectives	Impact
<p>Raising attainment To raise attainment and accelerate progress of pupils therefore narrowing the gap between disadvantaged pupils and their peers.</p> <ul style="list-style-type: none"> • 1:1 tuition in reading, writing or maths for some of those at risk of not reaching their end of year/KS targets • In class support for individuals and groups • Flashcards (number and GPCs) and number lines sent home for targeted children • Numicon at Home • Smart Moves Programme 	<p>At the end of Key Stage 1 (July 14), 3 out of 7 children had no other barriers to learning and made expected or better than expected progress in reading, writing and maths (except for one child in writing).</p> <p>Currently in Key Stage 1 (April 15) 4 out of 6 Year 1 and 5 out of 12 Year 2 children with no other barriers to learning are meeting at least age related expectations and have made expected or better progress in reading, writing and maths.</p> <p>Children who received 1:1 tuition: 'demonstrates persistence and perseverance' 'can represent numbers to 20 with Numicon' 'can now count forwards and backwards from/to 20' and 'is secure with number bonds to 10' - quotes taken from 1:1 impact report. One child who is working significantly below age related expectations is having 45 minutes a week with a teacher who identifies gaps and tailors sessions to move his learning on.</p> <p>In all pupil progress meetings teachers talk confidently about the impact the PPG LSA makes on a daily basis. Post it notes added to learning in books to inform teachers about progress made within lessons and next steps. Working within the classroom with children means the LSA is clear about expectations and children remain engaged as part of the class receiving this support in addition to quality first teaching.</p> <p>These were sent home so that parents could follow up on the work done at school with these resources. Staff have modelled their use and encouraged this approach at home. The LSAs who work with children in receipt of PPG have the same resources and use these to build quick recall and recognition of GPCs. The impact of this is through the acquisition of this knowledge - letters and sounds sessions and Phonic Screening checks.</p> <p>These kits were given to parents in a session where Mrs Rimmer shared the resources and explained how they could be used to engage children from 3-7. Parents have been asked to talk about how they have used the kit at home with their child at a follow up meeting.</p> <p>Buying this programme and training staff has resulted in targeted physical intervention to support early writing, hand eye coordination and gross motor skills.</p>
<p>Reducing barriers to learning</p>	

<p>To meet the personal, social and emotional (PSE) needs of the pupils to make room for learning to take place.</p> <ul style="list-style-type: none"> • Provide counselling for children with social and emotional needs • Family Worker time • Protective Behaviour (PBs) Group • Lunchtime nurture group 	<p>One child who has had a series of counselling is far more settled within class and school routines. This child can recognise when things are going wrong and knows who to talk to when necessary.</p> <p>This time has been used to guide and support families to devise timetables and routines to support a calmer home environment. Vista courses give parents opportunities to meet other parents and discuss and learn about how best to support their children.</p> <p>Children are supported to: Talk about and name their feelings Name trusted adults Learn assertiveness skills</p> <p>Children: Are more able to sit, eat and stay on a chair Display good manners and associated behaviour Are taught to use cutlery Can name and choose their food independently Eat some/all of their lunch Know where to find an adult Know what resources to use and where they are stored Are supported in their play Can play with others - sharing and enjoying play</p>
<p>Enrichment To maximise access to experiences that widen children's knowledge and skills for life.</p> <ul style="list-style-type: none"> • Cost of school visits as appropriate • Provision of school uniform including school shoes • Book packs and grammar dictionaries 	<p>Children have accompanied their classes on visits to support learning throughout the year. In addition they have participated in singing at the Christmas Market along with other groups from their community.</p> <p>Children have the suitable shoes and clothing for school. The children look and feel similar to their peers. School provided trousers and wellies for one child so they could participate in Outdoor Learning sessions.</p> <p>Children chose high quality reading materials to enjoy at home. After visiting the bookshop children shared their books with their parents. Mrs Rimmer led a session with parents and gave them some guidance</p>

<ul style="list-style-type: none">• After school activity club place provision• KOOLKIDZ - Holiday Activity Club	<p>on having high quality discussions with their children.</p> <p>Children have enthusiastically engaged in activities they may not have had the chance to do without support from the PPG. They learn new skills, share and cooperate with peers and work with a variety of adults.</p> <p>This provision gave one child the opportunity to make positive relationships and develop skills in team work and cooperation.</p>
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Bernards Heath Pupil Premium Grant Expenditure Plans:
Academic Year 2015/ 2016

Number of Pupils and Pupil Premium Grant received 2015 / 2016

Total number of pupils on roll	322
Total number of pupils eligible for PPG	22 - based on Jan 14 census
Total amount of PPG received	£29,040

Key Objectives 2014/2015

Objectives

Raising Attainment

To raise attainment and accelerate progress of pupils therefore narrowing the gap between disadvantaged pupils and their peers.

- Fund an LSA to work with individuals and groups to develop skills and behaviour for learning
- To carefully monitor, with an aim to narrow, the gap in attainment between the pupil premium and non pupil premium groups
- Improve the effectiveness of Teaching Assistants and support staff through deployment, preparedness and skill development
- National Curriculum opportunities for fluency and depth in children's learning
- Investigate the possibility to lead holiday school to boost/sustain progress during holiday periods

Reducing Barriers to Learning

To meet the personal, social and emotional (PSE) needs of the pupils to make room for learning to take place.

- Provide counselling for children with identified emotional barriers to learning
- Family Worker time
- Protective Behaviour Group
- Develop behaviour for learning through targeted nurture groups
- Continue to embed high quality assessment for learning principles with new staff
- Investigate strategies to promote maximum parent involvement in children's learning

Enrichment

To maximise access to experiences that widen children's knowledge and skills for life.

- Cost of school visits as appropriate
- Provision of school uniform including school shoes

- Book packs - Waterstones visit and parent meeting
- After school activity club place provision