

# Pupil premium strategy statement

| 1. Summary information        |  |   |                    |   |                                  |
|-------------------------------|--|---|--------------------|---|----------------------------------|
| <b>School</b>                 | Bernards Heath Infant and Nursery School |   |                    | <b>Date for next internal review of this strategy</b> | April 2018                       |
| <b>Total number of pupils</b> | 312                                      | <b>Number of pupils eligible for PP</b> | 2 x FS2<br>8 x KS1 | <b>Total PP budget</b>                                | £10,560<br>(Budget set May 2018) |

| 2. Current attainment   |   |  |
|---|---|--|
|   | <i>Pupils eligible for PP (your school)</i>   | <i>Pupils not eligible for PP (national average)</i> |
| <p><b>% achieving ARE in reading, writing, maths -</b><br/> <i>Due to the very small numbers of children in receipt of the Pupil Premium Grant and the impact this has when working with percentages the school has case studies for individuals demonstrating the impact of the support provided.</i><br/> <i>Number of children working at ARE in RWM: 2/10 in reading and maths and 3/10 in writing.</i><br/> <i>Number of children making expected or better progress in RWM: 10/10</i></p> |   | <p>76%R 68%W 75%M<br/>(2017 national averages)</p>   |
| <p><b>% achieving Phonics Screening check</b></p>   | <p>Y1 33% (Two children out of six)<br/>           Y2 0% (zero children out of two)</p> | <p>88%<br/>(81% national average 2017)</p>           |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)  |
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| Low vocabulary baseline and book handling skills affect some children in receipt of PPG. This is being targeted through the Readit2 program.   |
| Specific learning difficulties; some children in receipt of the PPG have additional needs including speech and language, working memory, and global delay meaning they have a lower starting point than their peers without these needs. Some children need support to be 'ready to learn' in class and/or to develop play skills and to build positive relationships. |
| Cost of school visits and after school clubs may be a barrier for some children accessing these extra-curricular elements of the school curriculum.  |
| Attendance is a barrier for some of our children. The persistent absentee figure for 2017/2018 for children in receipt of PPG was 20% (2 out of 10 children).  |

| 4. Planned expenditure   |  |   |  |            |                                      |
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| Academic year  | 2018/2019  |   |  |            |                                      |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. |  |   |  |            |                                      |
| i. Raising Standards   |  |   |  |            |                                      |
| 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? |
| To raise attainment and accelerate progress of pupils with specific learning difficulties therefore narrowing the gap between disadvantaged pupils and their peers.                      | Fund a Pupil Premium Learning Mentor to work with individuals to develop skills, knowledge, understanding and behaviours for learning. | Five of the 7 children have additional support plans and as such have specific targets that relate to their learning and development. Teachers and teaching assistants work these targets into whole class learning and the PP Learning Mentor supplements this learning with support in the classroom or in 1:1 sessions in the library or quiet room. | The SENCO appraises the Learning Mentor. This includes the setting and reviewing of targets and observation and feedback.      | WG         | Ongoing                              |
|  | Use the 'Readit2' program with a view to buying this to support children to learn to read  | This program has been a proven success so far this year. Feedback from staff in the HIP meeting and in a recent review meeting with LW has shown progress for every child taking part on this program. Progress has been made in motivation to read, book handling skills. Vocabulary and storytelling.   | The 'Readit2' program will continue to be monitored by LW. Audits and reflections are kept in the English Subject Leader File. | LW         | Ongoing                              |
| <b>Total budgeted cost</b>   |  |   |  |            | £6,288                               |
| ii. Reducing barriers  |  |   |  |            |                                      |
| 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? |

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| To meet the personal, social and emotional (PSE) needs of the pupils to make room for learning to take place. | Family Worker support for families   | One parent has talked about seeking support for bedtime and morning routines as well as how to manage consequences for 'the wrong choice.' After referral to the family worker these concerns are being addressed in a positive way.  | Feedback from parent<br><br>Feedback from the Family Worker   | HR | Half Termly |
|   | Continue to build on current strategies to promote maximum parent involvement in children's learning | We have matched families in receipt of PPG with members of school staff. These members of staff have built excellent relationships with parents. They have signposted to support such as S&L, have modelled play and been a listening and encouraging ear.  | Feedback from staff members through case studies of support   | HR | Ongoing     |
|   | Develop behaviour for learning through targeted nurture groups.                                      | One child was seeking adult attention and showing they were unable to play outside without support. There were instances of rough play or where they would come in to find an adult to talk to. Following the introduction of the nurture group this child has made some friends and learnt some games to play outside. As a result of this work they are no longer coming in on the day the nurture lead is not at school and can play outside with new friends. | The SENCO appraises the Learning Mentor. This includes the setting and reviewing of targets and observation and feedback. | WG | Ongoing     |

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|  | Monitor attendance monthly and track ensure parents know the importance of being on time to school every day. | The Learning Mentor works in the morning and as such interventions start at 8.50am. Any children not at school at this time risk missing out on their intervention. 2/8 children are currently working at ARE in reading and maths and 3/8 children in writing. The children not yet working at ARE will need good attendance to avoid any additional gaps in their learning. | Monitoring will be done by the head teacher in writing and in person where appropriate. | HR<br>SD | Termly with the AIO |
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| <b>Total budgeted cost</b> |  |  |  |  | £2,072 |
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**iii. Enrichment**

| <b>Desired outcome</b>   | <b>Chosen action/approach</b>                      | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b> | <b>When will you review implementation?</b> |
|--|--|--|---|-------------------|---|
| To maximise access to experiences that widen children's knowledge and skills for life. | Cost of school visits                              | Children do not miss learning opportunities because their families find it difficult to find the money to pay for school visits.   | Feedback from children following a visit - what did you most enjoy? What do you know now that you didn't know before? | All               | Annually                                    |
|  | Provision of school uniform including school shoes | Children continue to feel a sense of belonging and have the correct uniform to ensure they can fully take part in the curriculum. For example, wellington boots and a coat with a hood for Outdoor Learning. |   | All Staff         | Ongoing                                     |
|  | After school/holiday activity club place           | Children access experiences and opportunities to learn new life skills through after school clubs and  | Feedback from children about their confidence in a skill before and after they try a                                  | LD/KW             | termly                                      |

|                            |                                     |   |   |              |         |
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|                            | provision                           | holiday clubs.                                    | new club.   |              |         |
|                            | Tuition for learning to ride a bike | Children acquire the life skill of riding a bike. | End of session reports from Phil from Herts Balance and Ride. | LW/LD/K<br>W | ongoing |
| <b>Total budgeted cost</b> |                                     |   |   |              | £2,200  |

| 5. Review of expenditure   |  |  |   |
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| Previous Academic Year   |  | 2017/2018  |   |
| Raising Attainment   |  |  | Cost £9,080   |
| Desired outcome  | Chosen action/approach   | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned (and whether you will continue with this approach)  |
| <p>Children in receipt of PPG to have their specific learning needs met; those with ASP targets to have additional time working with an adult.</p> <p>Ensure that children in receipt of PPG get 'teacher time' and are not always working in a group with a TA/LSA.</p> <p>Raise vocabulary levels and increase book handling skills.</p> | <p>Fund a Pupil Premium Learning Mentor to work with individuals and groups to develop skills, knowledge, understanding and behaviours for learning</p> <p>For the summer term provide a teacher to support target children and their parents to make links between learning at home and at school.</p> <p>Investment in 'Readit2' a program run by staff; 10 minutes every day sharing one of a small selection of high quality books with a child.</p> | <p>All children in receipt of PPG made progress in reading, writing and maths.</p> <p>Teachers working in partnership with parents upskilled them in areas including play skills, phonics and reading.</p> <p>Children had made their own versions of these books and were proud to share them. An increase in confidence when handling books and on the carpet when these books were being shared with the whole class.</p> | <p>Having LSAs assigned to year groups and not just dividing their time equally across the classes by ensuring that they were spending time in the classroom with targeted children worked well. Knowing our children and their preferences about working in or outside of the classroom meant we could get the most out of them during time with an adult.</p> <p>Partnering families up with members of staff in addition to teachers also had a positive impact on levels of attendance at school events; all children were represented at class assemblies and Christmas plays. One family has also accessed specialist services including speech and language after being signposted by a member of our team.</p> <p>This is working exceptionally well. The school's monitoring shows that every child has benefitted from engaging with this program. We have seen increases in children's ability to: listen and attend; use vocabulary related to the books they have read; engage in high quality discussion with adults; handle books as well as a rise in their general interest in books. We will continue with 'Readit2' for children in receipt of PPG and additional children who feel this</p> |

| Reducing Barriers   |   |  | £3,750   |
|---|---|--|--|
| Desired outcome   | Chosen action/approach  | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned (and whether you will continue with this approach)   |
| <p>Give children the opportunity to talk about themselves in a positive way.</p> <p>Help parents to establish good routines around bed time and coming to school.</p> <p>Maximum parent involvement in children's learning.</p> | <p>Provide counselling/mentoring for children with identified emotional barriers to learning.</p> <p>Family Worker support for families through St Albans Plus.</p> <p>Link a member of staff to each family in receipt of PPG.</p> | <p>All children who received counselling/mentoring showed improvements in learning behaviour. In the cases where referrals were made at the request of parents the outcomes reported were positive.</p> <p>Improvements in routines were reported by parents. Children were keen to talk about the routines established at home.</p> <p>Increased parent confidence/attendance at events and stronger relationships between home and school.</p> | <p>This is a good investment of money however it is not always clear what the impact has been. Feedback from mentors or counsellors is limited because of confidentiality rules. We will continue to engage with parents and staff to measure the impact of this work on learning behaviour and learning at school and at home.</p> <p>Building relationships early is vital. When school and parents are working together in a positive, honest and supportive way children are best supported.</p> |
| Enrichment  |   |  | £3,750   |
| Desired outcome   | Chosen action/approach  | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned (and whether you will continue with this approach)   |

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| <p>All children attend every school visit.</p>          | <p>Cost of school visits met as appropriate.</p>  | <p>Children participate with their friends and enjoy learning outside the classroom.</p>  | <p>Parents sometime like to make a voluntary contribution and PPG is used to make up the total amount.</p>   |
| <p>All children are wearing correct school uniform.</p> | <p>School will help with the cost of school uniform including school shoes as appropriate.</p>  | <p>Children are dressed in the same way as their peers for school wearing the school badge on their cardigan and jumper and school shoes.</p> | <p>This is rarely needed.</p>  |
| <p>After school activity club place provision</p>       | <p>Children are provided with one free club at school.</p>  | <p>Children have access to extra-curricular interests including cooking, football, craft, French etc.</p>                                     | <p>For parents who can't make it to after school activity clubs alternative holiday provision is sought. Examples included swimming lessons, drama groups and science workshops.</p>     |
| <p>Children in Year 1 and 2 learn to ride a bike.</p>   | <p>Signing up to 'Bikeability'<br/>Children have two hour sessions on consecutive days, learning to balance first and then to ride without stabilisers.</p> | <p>All children in receipt of PPG successfully rode their bike with two wheels at the bike riding showcase.</p>                               | <p>Children, parents and staff were very supportive and enthusiastic about this initiative. We definitely want to roll this out to the rest of the school in the next academic year.</p> |