

Pupil premium strategy statement

1. Summary information					
School	Bernards Heath Infant and Nursery School			Date for next internal review of this strategy	May 2019
Total number of pupils	314	Number of pupils eligible for PP The national average for PPG is 13.6% compared with the BH average of 5%.	8 x FS2 9 x KS1	Total PP budget	£14,520 (Budget set May 2019)

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<p>% achieving ARE in reading, writing, maths - <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></p> <p>Number of children working at ARE (KS1): <i>Reading: 2/9 Writing: 2/9 Maths: 3/9</i></p> <p>Number of children making expected or better progress in RWM: 9/9. Number of children in receipt of PPG with additional needs: 9/9</p> <p>Number of children working at ARE (FS): <i>Communication and Language 5/8 Literacy: 3/8 Maths: 3/8</i></p> <p>Number of children making expected or better progress in: CL/L/ 8/8 and M 7/8. Number of children in receipt of PPG with additional needs: 5/8</p>		<p>75%R 70%W 76%M (2018 national averages)</p>
% achieving Phonics Screening check	<p>Y1 (1 out of 2) 50%</p> <p>Y2 (0 out of 4) 0%</p>	<p>% (81% national average 2018)</p>

3. Barriers to future attainment (for pupils eligible for PP, including high attainment)
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 for PPG children is 92.7% compared with whole school of 97.2%. The school is aware that arriving on time every day for some families is a challenge and is working to support them.

4. Planned expenditure					
Academic year	2019/2020				
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.	5 of the 9 KS1 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. HIP Anne Peck is monitoring this as part of the school's development.	SENCo	Teachers asked in appraisal how ASP targets are being built into learning opportunities in the classroom. Ongoing
	Use the 'Readit2' program with a view to develop vocabulary and build positive relationships with books.	This program continues to be a success. Feedback from staff 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	Governors SP and PDe continue to monitor this intervention. Ongoing
	Use reading partners to give reading mileage to children in receipt of PPG. Reading partners are parent volunteers, trained by Miss Woolfson.	Regular reading practise has an impact on attainment and progress in reading.	Reading partners will be given a child who they read with three times or more a week (subject to availability).	LW	Termly in line with assessments.
Total budgeted cost					£9283
ii. Reducing barriers					
Desired outcome	Chosen	What is the evidence and rationale	How will you ensure it is	Staff lead	When will you

	action/approach	for this choice?	implemented well?		review implementation?
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	Our family worker leads on Families First Assessments and organises meetings, updating the EHM as appropriate.	Feedback from parents Feedback from the Family Worker	HR	Half Termly
	Continue to build on current strategies to promote maximum parent involvement in children's learning	We plan to match families in receipt of PPG with a member of school staff. These members of staff will build excellent relationships with parents. They will signpost parents to support and services as well as being a listening and encouraging ear.	Feedback from staff members to governors at one Leaders for Learning meeting per term.	HR/AO/ LW/IP/AW	Termly
	Develop behaviour for learning through targeted nurture groups.	Nurture group focuses on: building children's resilience, developing play skills, supporting children to manage potentially challenging situations, introducing children to strategies to self-regulate and having fun.	The Learning Mentor is observed and feedback to in line with the school's appraisal policy.	HR	Ongoing
	Monitor attendance half termly and send home letters to 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. 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 partnership with a member of the admin team and the wider PPG team. This will be communicated in writing or in person where appropriate.	HR/SD/AO/ LW/IP/ AW	Termly with the AIO

Total budgeted cost					£2000
iii. Enrichment					
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 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 provision	Children access experiences and opportunities to learn new life skills through after school clubs and holiday clubs.	Feedback from children about their confidence in a skill before and after they try a new club.	LD/HR/AO	termly
	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	ongoing
Total budgeted cost					£618.50

5. Review of expenditure			
Previous Academic Year		2018/2019	
Raising Attainment			Cost £6,288
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)
To raise attainment and accelerate progress of pupils with specific learning difficulties therefore narrowing the gap between disadvantaged pupils and their peers.	<p>Fund a Pupil Premium Learning Mentor to work with individuals to develop skills, knowledge, understanding and behaviours for learning.</p> <p>Use the 'Readit2' program with a view to buying this to support children to learn to read.</p>	<p>Written notes kept by the Learning Mentor demonstrate the progress made by each individual child.</p> <p>Teachers talk confidently in pupil progress meetings about the impact of these sessions.</p> <p>Case studies show attainment, progress and interventions for each child.</p> <p>We continue to see the positive impact of this intervention. All adults and children describe the process of sharing familiar books daily as valuable. Children show high levels of engagement and motivation in these sessions.</p>	<p>We will continue with this approach and will balance the amount of time a child leaves the classroom to work with an adult and the amount of time the adult works in class with the child as appropriate.</p> <p>The success of Readit2 has made the school reflect on how effective daily practice is for all children. As such a group of focus children (including some in receipt of PPG) have started meeting reading partners (parent volunteers) at least three times a week. It is the aim that this regular support from a familiar adult will accelerate progress for these children.</p>
Reducing Barriers			£2,072
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>To meet the personal, social and emotional (PSE) needs of the pupils to make room for learning to take place.</p>	<p>Family Worker support for families</p> <p>Continue to build on current strategies to promote maximum parent involvement in children's learning.</p> <p>Develop behaviour for learning through targeted nurture groups.</p> <p>Monitor attendance monthly and track ensure parents know the importance of being on time to school every day.</p>	<p>The school and families involved with the family worker are well supported. Paperwork for the school is reduced and a wide range of services have been accessed through this service.</p> <p>Parents have attended Class Assemblies and workshops. Relationships between staff and parents are strong.</p> <p>A new member of staff took over this role in February and is learning to balance individual needs and the needs of the group. Lunchtimes are successful for the children in this group and they continue to form effective relationships.</p> <p>The impact of this measure can be seen in the attendance figures for individual children. Effective relationships and regular monitoring has resulted in an increase in attendance percentages for 12/15 children in the spring term.</p>	<p>We will continue to subscribe to this service. From September 2019 the school case load will increase from 2 families to 3 families.</p> <p>On occasions parents benefit from additional reminders about upcoming events to ensure they attend.</p> <p>Having a member of staff who is responsible for nurture group cuts down on the amount of time class teachers need to be resolving issues/supporting children at lunchtime.</p> <p>We will continue to monitor attendance and support families as appropriate. Parents feel well supported and successful when making the move from persistent absentee to good attendance.</p>
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Enrichment			£2,200
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)
To maximise access to experiences that widen children's knowledge and skills for life.	Cost of school visits	Children participate with their friends and enjoy learning outside the classroom.	We will continue to offer this support so children can always access offsite visits.
	Provision of school uniform including school shoes	Jumpers and wellington boots have been provided to ensure children are warm and can access outdoor learning.	We will continue to offer this support so that children are always dressed in full uniform and can therefore feel a sense of belonging.
	After school/holiday activity club place provision	Children have accessed swimming lessons and as such have learnt to swim. Parents have shown huge appreciation to the school for providing the opportunity for their children to learn this important life skill.	Children access lifelong learning skills in addition to those they learn in the classroom.
	Tuition for learning to ride a bike	Parents have shown huge appreciation to the school for providing the opportunity for their children to learn this important life skill.	Children access lifelong learning skills in addition to those they learn in the classroom.