

Pupil premium strategy statement

1. Summary information					
School	Bernards Heath Infant and Nursery School			Date for next internal review of this strategy	May 2020
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%.	2 x FS2 11 x KS1	Total PP budget	£14,520 (Budget set May 2019)

2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
<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. <u>Due to COVID19 we are unable to assess current levels.</u></i> Number of children working at ARE (KS1): Spring 2020</p>					75%R 69%W 76%M (2018 national averages)
Year 2	Expected progress or above		AR or above		
	PPG	Non- PPG	PPG	Non-PPG	
Reading	1/2	70/86	1/2	65/86	
Writing	1/2	67/86	1/2	62/86	
Maths	1/2	68/86	1/2	70/86	
Reception	Expected progress or above		AR or above		
	PPG	Non- PPG	PPG	Non-PPG	
CLL	2/2	71/76	2/2	67/76	
Literacy	2/2	67/76	2/2	64/76	
Maths	2/2	69/76	2/2	64/76	
4/11 are PPG and SEN only, 1/11 are PPG and EAL only, 1/11 are PPG, EAL and SEN only					
% achieving Phonics Screening check – UNABLE TO COMPLETE THIS DUE TO COVID19			Y1 ()		%
			Y2 ()		(% national average 2019)

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 up to March 20th is 93.59% compared with whole school of 96%. The school is aware that arriving on time every day for some families has been a challenge and we are continuing to work 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 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 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 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 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 did not 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		2019/2020	
Raising Attainment			£9,539.07 staffing
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>Pupil Premium Learning Mentor to work with individuals to develop skills, knowledge, understanding and behaviours for learning.</p> <p>Continue 'Readit2' program to support children to learn to read.</p>	<p>Written notes kept by the Learning Mentor demonstrate the progress made by each individual child. Teachers talk confidently in pupil progress meetings about the impact of these sessions. Termly data show attainment, progress, and interventions for each child.</p> <p>We have found it tricky to roll out the Readit2 programme as much as we had in previous years. This has been due to other demands on staff to support SEN children on a 1:1 basis in class as well as difficulties posed by COVID19</p>	<p>It became evident that there was a need to reallocate one of the PP mentors to support SEN children on a 1:1 basis in class, as the demand was higher around school. Children's needs continued to be catered for in class by the classroom adults. Pupil Premium mentor who provided 1 hour of support per week, worked with 2 children. During this time the Class teacher set targets and monitored progress. The PP mentor worked on closing the gap with regards to; number recognition, shape knowledge, sentence structure in both speaking and writing, use of positional language, creative skills such as drawing and turn-taking with games and activities. The PP mentor reported that one child in particular developed their number skills, working with numbers to 5 and progressed to 10. The other child developed confidence in drawing and being creative as well as developing his language and writing.</p>
Reducing Barriers			£371.00
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 to 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. This has been further strengthened through the work during Coronavirus.</p> <p>A member of staff is responsible for this role in 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 have resulted in an increase in attendance and punctuality percentages for all children in the spring term.</p>	<p>We will continue to subscribe to this service. From September 2019 the school case load increased from 2 families to 3 families.</p> <p>On occasions parents benefitted 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. 3 children have accessed this every lunchtime in the autumn and spring term. Children have been supported to make better choices, develop relationships with their peers and have been introduced to a variety of activities to participate in during their lunchtime outside.</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. Attendance of Pupil Premium is much closer in comparison to that of all children.</p>
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Enrichment			£683.50
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.	<p>Cost of school visits</p> <p>Provision of school uniform including school shoes</p> <p>After school club place provision</p> <p>Tuition for learning to ride a bike</p>	<p>Children participate with their friends and enjoy learning outside the classroom.</p> <p>Jumpers and wellington boots have been provided to ensure children are warm and can access outdoor learning.</p> <p>Children have accessed a variety of after school clubs. A wider variety of extra-curricular activities have been offered by the school with a good take up of Pupil Premium families.</p> <p>Children have developed the life-skill of riding a bike. (Due to Coronavirus – this was not yet delivered to Year1)</p>	<p>We will continue to offer this support so children can always access offsite visits.</p> <p>We will continue to offer this support so that children are always dressed in full uniform and can therefore feel a sense of belonging.</p> <p>Children access lifelong learning skills in addition to those they learn in the classroom. 5/11 PP children attended a sports club in the Autumn 19 term. (No FS2) 6/13 PP children attended a sports club in the Spring 20 term. (FS2 and KS1) Spring 2020 (all) extra-curricular clubs (Spring term is when we invite FS2 and KS1 to clubs) 11/13 pupil premium children attended a club. 179/314 non pupil premium children attended a club.</p>

CORONAVIRUS 2020

To support parents to cater for the needs of their children in school and at home.

During Coronavirus lockdown

- Ready to learn resources have been allocated to all PPG children, e.g. whiteboards, pens, pencils, exercise books, paper, 100 squares, phoneme, and tricky word banks.
- Contact with a member of the community who has supported us to provide workbooks, laptops, and iPads.
- Same member of the community has provided financial support through food shopping collections and deliveries to help some families
- Some of these children have accessed Childcare during this time after being identified as vulnerable.
- School lunches were collected by parents or delivered by a member of school staff. – high percentage accessing FSM
- Weekly worksheets and planning from class blogs have been printed and either delivered with lunches or collected by parents from the school office, differentiated for all PPG children.
- Regular telephone contact with families from both PPG lead and CTs
- Liaising with Dawn to produce a document to highlight/identify new vulnerable families as a result of COVID as well as new parents entering the school.

All of this support has been available to PPG families as well as families identified as vulnerable by class teachers and key adults.

After return to school

- Out of 13 PPG (FS2 and KS1), 7 have been welcomed back to school. All 13 PPG children were offered a space and only 7 took up the offer. We were also able to offer a place to a FS1 child, meaning 8 of our whole school PPG returned to school..
- Weekly learning from blog continues to be printed and either delivered with lunches or collected by parents of children not accessing school.
- Less children are choosing to have FSM – guidance states that as our school kitchen is providing food, EDENRED vouchers are not available to these families.
= UPDATE - EDENRED vouchers have been ordered to support these families during the summer.
- Regular telephone contact is being continued, especially with PPG lead. Those children/families in school are receiving support from their ‘bubble adult.’
- Offers to most vulnerable families to return to school as identified as vulnerable by the school.

As a result

- Parents feel supported
- Adults are available to respond to parents concerns and questions by phone or email
- All identified as vulnerable have access to the internet and school resources/blogs
- PPG also identified as SEN are receiving video/telephone support as they are not in school
- Relationships have been strengthened between school and home – parents do not feel that they are on their own.
- Learning has been targeted at the individuals – taking into account the confidence of the parents
- Good practise has meant that we can reach out to other parents who are also in a vulnerable situation/position as well as PPG

- Games from Maths Library are being delivered to parents to use and return when appropriate – these will be cleaned and left for at least 72 hours between uses.

During the Summer holidays plans are being made for how we can support families.

- We will provide more 'ready to learn resources, to support families.
- Make links with the family worker to provide toiletries to support families over the summer period.
- We are currently looking into funding for Summer holiday camps and what is accessible to families.
- 'Link adult' in the community will continue to help families they have supported so far.
- Well-being telephone call with PPG lead before Summer holidays to see if families are ok and find out any ways that we can look to support them during the Summer holidays.