

Pupil premium strategy statement

1. Summary information					
School	Bernards Heath Infant and Nursery School			Date for next internal review of this strategy	May 2021
Total number of pupils	300	Number of pupils eligible for PP The national average for PPG is 13.6% compared with the BH average of XX	FS2- 3 KS1-11	Total PP budget 13 based on Jan 20 Census £17,485 plus £867 EYPP	(Budget set May 2020)

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing, maths -		75%R 69%W 76%M (2018 national averages)
% achieving Phonics Screening check –	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		2020/21			
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.	Learning Mentor to work with individuals to develop skills, knowledge, understanding and behaviours for learning. <i>To resume once COVID restrictions are lifted</i>	2 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. <i>To resume once COVID restrictions are lifted</i>	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.	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.

	Reading partners are parent volunteers, trained by Miss Woolfson.				
Total budgeted cost					£15,134
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
Attendance	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					£4,242
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		All Staff	Ongoing

		curriculum. For example, wellington boots and a coat with a hood for Outdoor Learning.			
	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
Post COVID-Universal Catch up Premium					
To support pupils to catch up for lost teaching over the previous months during lockdown	School is investigating and awaiting further information Looking into the government 1:1 tuition sessions offered for PPG children Reception Early Language programme	Chooosen has high impact in helping learners catch up.	Entry and exit assessment points to be established Observations to be made during sessions.	LW/AO	Ongoing
Total budgeted cost					£4,242