

Pupil premium strategy statement for 2020/2021 – last updated/reviewed 28th June 2021

1. Summary information					
School	Bernards Heath Infant and Nursery School			Date for next internal review of this strategy	Summer 2021
Total number of pupils	303	Number of pupils eligible for PP The national average for PPG is 13.6% compared with the BH average of 5.4%	FS2- 3 KS1-11	Total PP budget 13 based on Jan 20 Census £18,352 plus £867 EYPP	(Budget set May 2020)

Due to the global pandemic all statutory assessments have been cancelled for the 2020/2021 academic year. The school have done their own phonics assessments and have made a teacher assessment comparing what a child can do in relation to the age related expectation in reading, writing, maths and science. These judgements are based on the curriculum priorities that were identified for the summer term and the rest of the curriculum that has been taught at school over the last year. These judgements have been shared with parents in written reports and in a conversation at parents evening.

2. Barriers to future attainment for pupils eligible for PP, including high attainment. Not all barriers apply to all children.
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.

3. Planned expenditure - our planned expenditure has been significantly impacted by the global pandemic.

i. Raising Attainment

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. <i>To resume once COVID restrictions are lifted</i>				
Total budgeted cost				£14,476.20	
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. <i>To resume once COVID restrictions are lifted</i>	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. <i>To resume once COVID restrictions are lifted</i>	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					£1937.90
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				£1937.90

1. Review of expenditure			
Previous Academic Year		2020/2021	
Raising Attainment			£14,476.20 spent
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>The costs attached to this action involved paying staff who were paid full time for the whole financial year. This financial year included periods of time when the school was open only for key workers and vulnerable children (those with EHCP). Open to FS2 and open to all but working in bubbles preventing the mixing of staff.</p> <p>The school can share significant evidence of what was done to support children in receipt of PPG in a separate document.</p>
Reducing Barriers			£198.15 spent
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>Feedback from this service is positive and as a result of the work done by the family worker and the subsequent outcomes cases have been closed and new cases can be accessed. The counselling accessed for a child has had an impact on how he regulates himself. He has demonstrated strategies learnt in the playground independently of adults.</p> <p>Relationships between staff and parents are good. This has been further strengthened through the work during the pandemic. More information in the separate Covid-19 PPG report.</p> <p>Lunchtimes have changed this year due to Covid-19 but children have had the same adult for the duration of the year and built up relationships with these adults of whom they are now more comfortable to approach.</p>	<p>We continued to subscribe to this service and have capacity to support 2 families. The vast majority of this support has been provided remotely. The Family centre continues to be an excellent resource to signpost families to. There is a wide range of support/courses for parents and a huge amount is free.</p> <p>Teachers have been in regular contact with parents virtually, over the phone and on Seesaw. They have provided videos and online learning that was accessed by lots of our PPG children. This has provided models for parents to refer to. An action for the future has been to link families with a named person at school.</p> <p>Our work over the last year has made us rethink how we introduce our newest children to lunchtimes. Eating lunch in the classroom is something we are going to repeat for the first half of the autumn term and then review.</p>
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Attendance	Monitor attendance monthly and track to ensure parents know the importance of being on time to school every day.	Covid-19 has had a big impact on attendance data and as such there is no requirement to report this to parents. The school has stringently followed guidance about not authorising holidays in term time.	<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> <p>Attendance of Pupil Premium is not yet in line with the whole school. This will remain a focus.</p> <p>Whole School Attendance 96.5% Pupil Premium Attendance 90.18%</p> <p>Children in receipt of PPG were invited to school during National lockdowns. Attendance was as follows:</p> <p>2/3 FS2 2/3 Yr1 6/8 Yr2</p> <p>For more information about what was provided see the Covid-19 report.</p>
Enrichment			£558.14 spent
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 maximise access to experiences that widen children's knowledge and skills for life.</p>	<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 participated with their friends and enjoy learning outside the classroom.</p> <p>School uniform has been provided as requested by families, ensuring all children are always dressed in full uniform.</p> <p>All children involved in previous sessions have successfully learned to ride a 2 wheel bike by the end of the week.</p>	<p>One school visit this year for all of Y1 and Y2, this was fully funded for all children in receipt of PPG.</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>The benefits of children attending can also impact on emotional wellbeing, one child described 'getting a bit of peace and quiet' as a reason he enjoys club.</p> <p>Children access lifelong learning skills in addition to those they learn in the classroom. This is due for the summer term of 2021 and is being organised so children can complete this learning in their bubbles.</p> <p>In addition to the planned enrichment activities above, the school has provided additional opportunities for children to access and develop skills across the curriculum. The children have benefited from visits from a theatre group and a Rock Steady performance where selected children, including those in receipt of PPG, played in the band.</p>
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PUPIL PREMIUM IMPACT REPORT: 2020/21

Number of pupils and pupil premium grant (PPG) received 2020/21			
Total number of pupils on roll (Sept 2019)		303	
Total number of pupils eligible for Pupil Premium Grant (PPG) (last census)		14	
Total number of pupils eligible for Pupil Premium Grant (PPG) (Sept 2020)		14	
Amount of PPG allocated for 2020/2021 in the budget		£18,352	
Amount of PPG spent in 2020/2021		£15,232.49	
Total number of pupils eligible for EYPPG (predicted)		4	
<p>Nature of support 2020/2021 – Due to the National Restrictions and subsequent lockdowns linked to the pandemic Pupil Premium Spending and actions taken by school were not as originally planned. The information below captures some of the unplanned actions and impact. As a school from the moment school was closed for the first lockdown we moved into a proactive role of supporting our most vulnerable families. A member of our team was in contact weekly and children were invited into school on a needs basis.</p>			
Focus of spending	Cost	Aimed Impact	Actual Impact

<p>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 – for those unable to access online learning and to support engagement.</p>	<p>Staff time to buy/coordinate resources and deliver these.</p>		<p>Parents feel supported and children have practical resources to learn at home.</p>
<p>Provided workbooks and laptops as part of government scheme and school with adult support to access these.</p>	<p>Cost of workbooks and staff time to deliver these to children's homes and help set up.</p>		<p>All children in receipt of PPG had access to the internet and school resources/blogs to enable learning.</p>
<p>Online targeted TEAMS meetings to deliver interventions</p>	<p>Staff time</p>		<p>Learning has been targeted for individual children – taking into account the confidence of the parents as teachers</p>
<p>All children in receipt of PPG were invited to attend school from the first day of Lockdown</p>	<p>No additional cost</p>		<p>Children were pleased to come to school and were well supported by adults in their bubble</p>
<p>School lunches were collected by parents or delivered by a member of school staff where families were self-isolating.</p>	<p>No additional cost</p>		<p>All children entitled to a free school meal received this, fresh each day.</p>
<p>EDENRED vouchers printed off for all PPG families.</p>			<p>Families used these vouchers to supplement their weekly shop</p>
<p>Weekly worksheets and planning from Seesaw have been printed and either delivered with lunches or</p>	<p>Printing costs</p>		<p>Parents at home who found it difficult to access learning online</p>

collected by parents from the school office, differentiated for all PPG children who were not accessing online learning.			had another way of supporting their children at home.
2 PPG attended holiday club during May half term, offered to 3.	Cost TBC		Adults are available to respond to parents concerns and questions by phone or email
Telephone contact with families from week one and then ongoing	Staff time		Relationships have been strengthened between school and home – parents do not feel that they are on their own. Parents were supported with food, meals, toys and games as well as making new support networks
Admin team approaching families who are possibly entitled to support as a result of COVID, as well as new parents entering the school	Staff time		
School acting as an intermediary for local parents requesting to sponsor a family	No cost		

Measuring the impact of PPG spending

The school evaluates the impact each term through pupil progress meetings and 1:1 conversations with teachers. Evaluation will focus on academic progress and also how personal, social and learning behaviours in line with Growing Up at Bernards Heath Curriculum and our Learning Heroes. Interventions and enrichments will be evaluated by looking at the impact on individual children.

The school will continue to build on developing parental involvement as this plays a huge part in children's progress at school. Pupil voice is used to highlight the enjoyment of all PPG children at Bernards Heath. Data is analysed throughout the year to measure impact on the attainment of targeted groups and to make decisions about further support/interventions that need to be put in place.