

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bernards Heath Infant and Nursery School
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	3.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022 (in line with new budget)
Statement authorised by	Mrs H Rimmer
Pupil premium lead	Mrs A Onyeze
Governor / Trustee lead	Mrs S Pike

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,365
Recovery premium funding allocation this academic year	£507.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 3,120
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17,992.50

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils and the activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the implementation of our targeted support teaching for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Parental Engagement</p> <p>Our assessments, observations and discussions with pupils and families demonstrate that the education and wellbeing of some, not all, of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils due to the level of parental support and engagement. These findings are backed up by several national studies.</p>
2	<p>Vocabulary</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. These are evident from Reception through to Year 2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Learning Phonics/Learning to Read</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
4	<p>Financial means to access to the wider curriculum/resources</p> <p>We are committed to ensuring all children have the opportunity to join after school clubs, participate in extra-curricular activities and attend school visits. We are proactive in reaching out to families to offer financial support. Children have not had access to school funded holiday and weekend clubs, e.g. swimming because these were not available during lockdowns.</p>
5	<p>Lack of learning opportunities (due to school closures)</p> <p>Our assessments and observations indicate that the education and wellbeing of some, not all, of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
6	<p>Social and Emotional</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some children.</p> <p>Teacher referrals for support have markedly increased during the pandemic. Some pupils (both disadvantaged and non-disadvantaged) currently require additional support with social and emotional needs, with them receiving small group in-class interventions.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To raise attainment and accelerate progress of pupils with specific learning difficulties therefore narrowing the gap between disadvantaged pupils and their peers.	Evidence presented in pupil progress meetings (learning observations, book reflections and pupil voice triangulated with the PPG tracker)
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book reflection and ongoing formative assessment.</p> <p>Knowledgeable teachers with good subject knowledge discuss learning and progress of the children.</p> <p>The delivery of a curriculum that reflects the needs of the pupils in our school.</p>
Improved reading attainment among disadvantaged pupils.	<p>Children in receipt of PPG move at least three book bands over an academic year.</p> <p>Reading comprehension tests (KS1) and written feedback in reading records demonstrate improved comprehension skills among disadvantaged pupils.</p> <p>Teachers should also have recognised this improvement through engagement in lessons.</p> <p>Any children in receipt of PPG who do not meet the expectation in the phonics screening have clearly defined actions.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and meet the personal, social, and emotional (PSE) needs of the pupils to make room for learning to take place.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from parent feedback and teacher observations <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p> <p>Link professionals work with targeted pupils and families and are identified in a timely manner.</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.
<p>To maximise access to experiences that widen children's knowledge and skills for life that may have been lost due to the pandemic.</p>	<p>All children are able to attend educational visits with their peers. Children feel a sense of belonging and have the correct uniform to ensure they can fully take part in the curriculum. Children access experiences and opportunities to learn new life skills through after school clubs and holiday clubs. Children acquire life skills, such as riding a bike, participating in swimming lessons.</p>
<p>To support pupils to catch up for lost teaching over the previous months during lockdown</p>	<p>Small group learning sessions that focus on curriculum and needs of the children. Knowledgeable teachers with good subject knowledge discuss learning and progress of the children.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,856.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (cost of staffing to deliver intervention)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Classroom environments ensure a love of reading is promoted in all areas of learning, introduction of 3 books a day where teachers focus on 3 books a day for a whole week, modelling a motivation to read, book handling skills, improve vocabulary and storytelling. (additional resources funded by the PTA)	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2, 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 5045.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Reading partners will be given to a child who they read with during the week (subject to availability and COVID). Ts and TAs to supplement weekly reading sessions as appropriate.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. Through school evidence from previous years, programmes such as Read it 2 have had a positive effect on reading levels and reading motivation in pupils throughout the school.	1, 2, 3
Small group learning sessions (TSTs) that focus on curriculum and needs of the children.	Strong teacher subject knowledge and effective diagnostic assessment results in quality first teaching and progress for all.	2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1584.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family worker leads on Families First Assessments and organises meetings, updating the EHM as appropriate.	Evidence shows that pupils' and families' wellbeing have been impacted by the pandemic to a greater extent than for other pupils and support in this benefits the whole child and their experiences.	1, 6
Build on current strategies to promote maximum parent involvement in children's learning	In previous years evidence shows that improved relationships between school and home promotes increased involvement from parents who were not engaged with school due to poor experiences. By matching families in receipt of PPG with a member of school staff, (Pupil's Champion). These members of staff will build excellent relationships with both children and their parents, have regular learning meetings with their link child to talk about their learning journey and will also signpost parents to support and services as well as being a listening and encouraging ear.	1, 5

Monitor attendance half termly and send home letters to ensure parents know the importance of being on time to school every day.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Evidence strongly shows that when pupils are present for all learning time, it has a positive effect on attainment and engagement in school.	1, 4, 5, 6
Subsidised 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. This is proven to have a positive effect on attainment across the curriculum.	1, 4
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 whole school curriculum.	4
After school/holiday activity club place provision. Tuition for learning to ride a bike	Children do not miss learning opportunities because their families find it difficult to find the money to pay for holiday activities. This is proven to have a positive effect on attainment across the curriculum and to develop life skills such as learning to swim and riding a bike, having a positive effect on early writing and physical skills.	1, 4, 5

Total budgeted cost: £ 17485.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources. All children in receipt of the pupil premium were offered a place in school during school closures. The majority of families chose to send their children to school at this time.

Although overall attendance in 2020/21 was lower than in the preceding years, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 6% lower than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.