

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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 ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	April 2024
Statement authorised by	Mrs H Rimmer
Pupil premium lead	Mrs V Pinkham
Governor Lead	Mrs R Lewis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,550
Recovery premium funding allocation this academic year (£145 per eligible pupil)	£ 945
National tutoring Programme funding this academic year (£67.50 per eligible pupil)	£ 2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17,475.00

# 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 funded by the recovery premium.

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 the need is identified
- ensure that academic achievement, extracurricular participation, health and well-being should be achievable for all
- 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><b>Parental Engagement</b></p> <p>Our assessments, observations and discussions with pupils and families demonstrate that at times parents/carers can feel a challenge to support their child with learning. This is due to confidence, level of own education and competence and can have a negative impact on a child's academic and social development.</p>
2	<p><b>Vocabulary</b></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. These are evident from Nursery through to Year 2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p><b>Learning Phonics/Learning to Read</b></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils may have missed key learning in phase 1 phonics and or physical development milestones resulting in their acquisition of phonics and reading development not being at the expected levels on entry to school.</p>
4	<p><b>Financial means to access to the wider curriculum/resources</b></p> <p>We are proactive in reaching out to families to offer financial support as we know that finance can be a challenge for ensuring all children have the opportunity to join after school clubs, participate in extra-curricular activities and attend school visits.</p>
5	<p><b>Social and Emotional</b></p> <p>Our assessments, day-to-day school day, observations and discussions with pupils and families have identified issues which may impact on a child's social and emotional and or mental health.</p> <p>Teacher referrals for mental health support have markedly increased. Some pupils (both disadvantaged and non-disadvantaged) currently require additional support with their social and emotional needs, with them receiving small group in-class interventions as well as external support and guidance.</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
<p>To raise attainment and accelerate progress of pupils with specific learning difficulties therefore narrowing the gap between disadvantaged pupils and their peers.</p>	<p>Evidence presented in pupil progress meetings (learning observations, book reflections and pupil voice triangulated with the PPG tracker) HIP visit summer 2023.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<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 on-going formative assessment. Knowledgeable teachers with good subject knowledge discuss learning and progress of the children. The delivery of a curriculum that reflects the needs of the pupils in our school. <i>Confident parents who are using and promoting high quality language with their children.</i></p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>School can demonstrate evidence of progress in reading for children in receipt of PPG. Feedback in reading records demonstrate improved comprehension skills among disadvantaged pupils. Teachers should also have recognised this improvement through engagement in lessons. Any children in receipt of PPG who do not meet the expectation in the phonics screening have clearly defined actions/ELS interventions. 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, and deliver high quality first teaching. Three stories a day are read in class and these books are available for children to revisit in book corners.</p>

<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>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from parent feedback and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> <p>Link professionals work with targeted pupils and families and are identified in a timely manner. End of year data, PPG tracker and teacher observations show evidence of progress.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <p>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>
<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 and holiday clubs (with CSE). Children acquire life skills, such as riding a bike, participating in swimming lessons.</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

Budgeted cost: 12,353

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To promote high quality oral language skills to all children through the use of story boxes, <b>vocabulary mats</b>, modelled parent sessions, curriculum that promotes and values the importance of high-quality language.</p>	<p>Shared story reading was defined as a practice used to access age-appropriate literature through reader–listener interaction in which a story is read aloud and student interaction with the reader and the story is supported. Teachers provide vocabulary mats linked to learning. These are accessed either by hard copy and through the class blog.</p> <p>There is strong evidence that shows a multi-sensory approach to the acquisition of language helps to create connections and associations which facilitate the entire language acquisition process. It develops both the receptive and expressive language of individuals.</p> <p><a href="https://infonomics-society.org/wp-content/uploads/ijcdse/published-papers/voulme-4-2013/Story-Boxes-Using-a-Multisensory-Story-Approach-to-Develop-Vocabulary-in-Children-Experiencing-Language-Learning-Difficulties.pdf">https://infonomics-society.org/wp-content/uploads/ijcdse/published-papers/voulme-4-2013/Story-Boxes-Using-a-Multisensory-Story-Approach-to-Develop-Vocabulary-in-Children-Experiencing-Language-Learning-Difficulties.pdf</a></p> <p><a href="https://dera.ioe.ac.uk/id/eprint/20176/1/140528-evidence-effectiveness-different-approaches-promoting-early-speech-language-development-en.pdf">https://dera.ioe.ac.uk/id/eprint/20176/1/140528-evidence-effectiveness-different-approaches-promoting-early-speech-language-development-en.pdf</a></p>	<p>1, 2, 3</p>
<p>To promote high quality communication and language skills to all children through the use of different strategies such as, Wellcomm and Terrific Talkers. Parents</p>	<p>There is evidence to show that if a child can communicate and understand language around them they will have access to the curriculum being delivered.</p> <p>Terrific Talkers HfL project – ‘In order to use communication in all areas of their life, children need to experience a wealth of</p>	<p>1, 2, 3</p>

<p>receive advice and suggestions guidance to support at home.</p>	<p>language. It is the quality of the language that makes the most difference to children. The purpose of this project is to help practitioners understand the most pertinent interaction for each child, so that every child receives the right interaction to reach their full potential in their communication and language development. This in turn will impact on outcomes in all areas of learning across the curriculum. It is expected that managers will already have a clear overview of the quality of interactions in their setting in order to select practitioners who will benefit the most from this project. In particular, this project aims to enable leaders and staff to provide a language-rich environment for all children, particularly those from disadvantaged and vulnerable backgrounds.</p>	
<p>Classroom environments ensure a love of reading is promoted in all areas of learning, continuation of 3 books a day where teachers focus on 3 high quality 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)</p>	<p><i>Develop pupils' speaking and listening skills and wider understanding of language</i></p> <p>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3</p>
<p>Teachers plan personalised timetable for children including appropriate learning activities to engage and motivate along with recommended strategies from professionals e.g to meet sensory needs.</p>	<p>In Foundation Stage, scaffolding language techniques are used during teaching to build vocabulary. Serve and return approach is used during CIP to build vocabulary skills. Adult support during carpet times to promote listening and understand what others are contributing.</p>	<p>2, 3, 5</p>

	<p>Modelling turn taking language and use consistent words, first, after, next, my turn, your turn.</p> <p>Use of fidget toys during carpet times to help focus attention on the teacher.</p> <p>Use of now boards and now and next boards to engage in the daily routine of the class or their personalised timetable.</p> <p>Use of a 3, 2, 1 timer to support smoother transitions.</p> <p>Gross motor skill interventions to develop body awareness and develop core strength.</p> <p>Adult led handwriting groups.</p> <p>Providing interventions in line with Wellcomm assessment.</p> <p>Using 'play faces' visuals to understand what appropriate play looks like and zones of regulation visuals to identify emotions and feelings in the moment.</p> <p>Teachers follow individualised advice from specialists, implementing their advice into children' individualised timetable or through quality first teaching.</p> <p>In KS1, now and next boards to support following of class timetable or a personalised timetable. 3,2,1 timers are used to aid smoother transitions and visual 'happy step' resources to promote engagement in all lessons. Fidget toys are used to promote attention span during carpet times. LSAs/TAs may take children earlier to next activity or later to promote smooth transition such as collecting 5 minutes earlier at lunch time.</p> <p>Use of small peer groups to aid regulation of feelings and promote socialisation.</p> <p>Time is given by class teachers to check in with children at key times of the day, after lunch time, new visitor.</p> <p>Interventions such as crunchy snacks and movement breaks to aid regulation of body and emotions. Daily 1:1 ELS interventions led by TA or LSA.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support

Activity	Evidence that supports this approach	Challenge number(s) addressed
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### structured interventions)

**Budgeted cost: £1098.50 (Plus NTP funding for TST)**

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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.	<i>The reciprocal relationship between oral language, reading, and writing can cause the gaps between children with literacy difficulties, or children from disadvantaged homes, and their more advantaged peers to grow as they move through school. 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.</i> <u>Literacy_KS1_Guidance_Report_2020</u>	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

Provision of crunchy snacks and breakfast foods	<p>For children to be ready to learn, arriving to school having had a breakfast is essential. TAs will check in with pupils to ensure they are not hungry.</p> <p>Crunchy snacks will be made available as this helps to regulate emotions as the crunching action stimulates the vegus nerve resulting in supporting regulation of emotions and behaviours.</p>	4, 5
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1098.50

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, 5
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, 2, 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
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: £ 14550.00**

## **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 2022 to 2023 academic year.

*As evidenced in schools across the country, school closures due to COVID -19 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. This impact is still evident at present. Although things have moved on, infant aged children impacted by the pandemic still demonstrate that they have missed significant developmental milestones.*

*A main focus for our pupils is the development of their language and in particular vocabulary which we have assessed to be an area for development. So, through activities in this plan and as a whole school approach, we aim to raise the attainment of our most vulnerable children and therefore all of our children.*

*The whole school attendance for 2022/23 is 95.6% which is 1.3% higher than last years (94.3%), this is possibly due to families catching up on events of previous years affected by lockdowns. The attendance rate for our PPG cohort is 88.5%, a decrease of 0.5%, which is 7.1% lower than their peers. This is partly due to the need for part-time/reduced timetables to ensure our most vulnerable children are settled at school.*

Due to the low number of children in receipt of the Pupil Premium and the fact that the majority have additional barriers to learning comparing their data to their non PPG peers does not reflect the broader picture, as reported by HIP in their summer 2023 visit. She noted 'Almost half of the pupils (in receipt of pupil premium grant) are also on the SEN register and three have EHCPs and therefore an even greater level of need. This reflects that some of this group of pupils have significant vulnerabilities as they have many barriers to learning.' Progress for the children who did not achieve the age-related expectation in reading, writing, maths, have made substantial progress throughout their year of learning. During a book scrutiny with the HIP, it was noted, 'The books demonstrated a clear progression of their skills particularly regarding letter formation and phonics. The support given for early writing was evident in the books through the structure of the ELS strategy. The books demonstrated that this vulnerable group of pupils had access to a broad and balanced curriculum.' The HIP's analysis of her meeting with a group of children in receipt of pupil premium grant was that they were, 'Overwhelmingly positive about learning and about school...The group of pupils were very enthusiastic about reading were able to clearly articulate why learning to read was an important life skill.'

*Throughout the year we have noticed an increase in the need for emotional and social support of the children. Over the 2022/2023 year we have continued to talk to children about the Zones of regulation and have significantly updated our school Therapeutic Thinking (Behaviour) Policy. The plan is to continue to support these children more in the forthcoming year; adapting timetable, personalising learning, making links with external agencies to support and using in-house training to further support these children as well as considering our transition processes between year groups and between schools.*