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	6.1%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
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 (FY 23/24)*
Recovery premium funding allocation this academic year (£145 per eligible pupil)	£ 2001.26
National tutoring Programme funding this academic year (£67.50 per eligible pupil)	£ 675.01 (AY 23/24)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£17,226.27

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or challenges they face, make good progress and achieve high attainment across all subject areas. Through our Quality First Teaching and knowing every child in the school we ensure that any barriers to accessing the Bernards Heath curriculum are removed ensuring every child reaches their full potential. The focus of our pupil premium strategy is to support underserved children to achieve that goal, including progress for those who are already high attainers. This is central to our school's ethos of, *'Inspiring individuals to develop a positive sense of self and the skills for lifelong learning.'* We understand and provide support for all vulnerable children and families which goes beyond the classroom.

We will consider the challenges faced by vulnerable children and the strategies we have outlined in this statement is to support their needs, regardless of whether they are underserved and in receipt of pupil premium funding.

Quality First Teaching is at the heart of our approach, which is improved through staff CPD to help develop their practise to meet the needs of all children. This is proven to have the greatest impact on closing the disadvantage attainment gap and will therefore benefit all children at our school. Quality First Teaching is essential in making progress and achieving success. Through targeted interventions we tailor our teaching and curriculum to make learning accessible to all. Implicit in the intended outcomes detailed below, is the intention that non-underserved children's attainment will be sustained and improved alongside progress for their underserved peers.

Our strategy is also integral to wider school plans for education recovery, notably in its focused support through the implementation of our targeted support teaching funded by the recovery premium and National Tutoring programme.

To ensure the wellbeing of our children is being cared for we have a 'champion' system in place enabling our underserved children to have access to an adult focusing on their wellbeing.

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 children excel. To ensure they are effective we will:

- ensure underserved children are challenged in their learning
- act early to intervene at the point the need is identified
- build vocabulary to develop speech and language skills alongside reading, writing and social skills
- ensure that academic achievement, extracurricular participation, health and well-being is achievable for all

- adopt a whole school approach in which all staff take responsibility for underserved children's outcomes and raise expectations of what they can achieve

At Bernards Heath Infant and Nursery School we do not under estimate the expertise within our staff. We utilise these skills and share learning regularly through staff meetings, observing interventions and whole class teaching. This provides the school with a consistent and uniformed approached benefitting all children at our school.

Challenges

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

Challenge number	Detail of challenge
1	**Parental Engagement and Attendance** 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. This can have a negative impact on a child's academic and social development. It is essential that all families understand the importance of sustained regular attendance.
2	**Vocabulary** Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among underserved children. These are evident from Nursery through to Year 2 and in general, are more prevalent among our underserved children than their peers.
3	**Learning Phonics/Learning to Read** Assessments, observations, and discussions with children suggest underserved children 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.
4	**Physical Development and Writing** Assessments and observations have identified that due to physical development skills being lower for underserved children, it has impacted the progress of developing writing skills. This impacts their writing development through KS1.
5	**Financial means to access to the wider curriculum/resources** 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.
6	**Social and Emotional** Our assessments, day-to-day school observations and discussions with children and families have identified issues which may impact on a child's social and emotional and or mental health. Teacher referrals for mental health support have markedly increased. Some children (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.

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 in reading, writing and maths, therefore narrowing the gap between underserved children and their peers.	Data and evidence will be presented in pupil progress meetings, learning observations, book reflections and pupil voice triangulated with the PPG tracker. PPG children will show progress in line with or above non-PPG children. Through class weekly blogs families will access vocabulary mats and lists, maths learning, phonics learning and themed learning. (Paper copies are provided when needed.) Reading and library books will be sent home at least once a week, with families recording when they have listened/shared the books. Feedback in teacher's reading records will demonstrate improved comprehension skills among underserved children. Teachers will recognise this improvement through engagement in lessons. Three stories a day will be read in class and these books will be available for children to revisit in book corners. Any children in receipt of PPG who do not meet the expectation in the phonics screening will have clearly defined actions/ELS interventions. Small group learning sessions will focus on curriculum and needs of the children.
To improve oral language skills and vocabulary among underserved children.	Planned targeted support when speech and language needs are identified. Assessments and observations will indicate significantly improved oral language among underserved children. This is evident when

	triangulated with other sources of evidence, including engagement in lessons, book reflection and on-going formative assessment. The delivery of a curriculum will reflect the needs of the pupils in our school. Children will use the vocabulary from word mats/lists sent home and displayed in classrooms. Teachers, TAs and LSAs will use Terrific Talkers and SaLT interventions and monitor identified children. Quality of speech is improved and attainment is increased to ARE and GDS.
To achieve and sustain improved attendance for all children, particularly our underserved children.	Sustained high attendance demonstrated by: The overall absence rate for all pupils being no more than 10%, and the attendance gap between underserved children and their non-underserved peers being no greater than 5% Attendance will be higher than previous year, 2024 of 86%
To achieve and sustain improved wellbeing for all children in our school, particularly our underserved children and meet the personal, social, and emotional (PSE) so they can access learning and enjoy coming to school	Sustained high levels of wellbeing demonstrated by: • qualitative data from parent feedback and teacher observations • a significant increase in participation in enrichment activities, particularly among underserved children Link professionals work with targeted children and families and are identified in a timely manner. End of year data, PPG tracker and teacher observations show evidence of progress. Children will talk about their emotions and experiences using the zones of regulation. Children will identify with our 'Learning Heroes.' Children will interact pro-socially with their peers using ASPs and ADPR ASPs to track progress

	Targeted teaching, interventions and strategies will be consistently and inline with the Therapeutic Thinking policy. Movement breaks, crunchy snacks, cold packs and quite zones will be used by children to promote self-regulation. Happy Human Project – 12 week intervention for a targeted group of children focusing on social and emotional wellbeing.
To raise the cultural capital on offer to our PPG children to maximise experiences that widen children's knowledge and skills for life long learning and to develop a positive sense of self.	All children will 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 school life and the curriculum. Children access experiences and opportunities to learn new life skills through after school and holiday clubs including clubs provided by CSE. Children will acquire life skills, such as riding a bike, participating in swimming lessons. Provide access to parenting workshops. Maintain good communication between home/school (home school triangle) Family Support Worker available.

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: *£12,353*

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

Reading Fluency Project	*'Our evidenced informed reading intervention supports pupils to make accelerated progress in reading comprehension whilst encouraging them to discover a love of reading.'* Reading data from year 2 will show significant progress in reading for all children including PPG. Reading Fluency Project *"Key Stage One children make an average of 18 months progress in just 8 weeks."*	2,3
Writing – sentence structure training for Year 1 and Year 2	Evidence presents that children can make significant progress in writing with quality first teaching. EEF – Improving Literacy Getting in Write in KS1 – Herts For Learning	4
To embed the Therapeutic Thinking Policy with all staff in the school, including non-teaching staff.	Evidence presents that if every member of staff is consistent in their delivery of a behaviour policy, using targeted language, every child can succeed. In our policy it states – '*The aim of our Behaviour Policy is to explicitly outline how our nurturing and structured environment teaches the fundamental principles of kindness, respect and safety, acknowledging our responsibility to all children and staff.'* '*Behaviour interventions seek to improve attainment by reducing challenging behaviour in schools.'* EEF Behaviour Interventions	6
To embed the SEND Core Provision Offer to all teachers	All teachers will receive in house training and staff meetings about how to implement and identify children will additional needs. Early intervention, especially for the vulnerable children in our school is key to bridging the gap of learning and progression. The SEND Core Offer has three wave approach to supporting and delivering quality first teaching for all children. EEF – Special Educational Needs in Mainstream School	2,3,4,6
To embed the introduction of Bernards Heath Champions. Staff support PPG children to boost their mental wellbeing.	A Champion provides a positive role model providing support, care and empathy to the children in our school. Rita Pierson – Every Kid needs a Champion *"Every child deserves a champion-an adult who will never give up on them. Who understands the power of connection, and insists that they become the best that they can possibly be." Rita Pierson*	6

To maintain the consistent use of Bernards Heath Learning Heroes and the use of zones of Regulation through	Children can identify their learning behaviours through the Learning Heroes, Dog, Duck, Bear, Monkey and Giraffe. The Learning Heroes enable children to recognise how they are learning and it supports their development of vocabulary when explaining how they have completed a piece of work or approached something new. Evidence can been observed through pupil voice and how children approach each new learning activity and lesson. Birth to 5 – characteristics of effective learning Children in our school can identify how they are feeling using the zones of regulation and vocabulary wrapped around each zone. EEF – Metacognition and Self- Regulation EEF – Metacognition and Self-Regulation poster Zones of Regulation – how it works	6
Family support worker and mentoring including PPG Champions	Social and emotional approaches have a positive impact on children progress not just in the academic subjects. EEF – Social and Emotional learning	6

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

Budgeted cost: £ 1098.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading partners will be given to a child who they read with during the week Ts and TAs to supplement weekly reading sessions as appropriate.	*'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'.* Literacy KS1 Guidance Report 2020 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.	2,3

To promote high quality oral language skills to all children through the use of discovery boxes, vocabulary mats, modelled parent sessions, curriculum that promotes and values the importance of high-quality language teaching.	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. All year groups trained by Sarah Kingham in using discovery boxes and her Readit2 book selection. *https://sarahkingham.org/nurturing-the-child/#discovery-packs* *https://sarahkingham.org/nurturing-the-child/#readit2* Teachers provide vocabulary mats linked to learning. These are accessed by hard copy and through the class blog. Teachers provide a range of early literacy approaches such as story telling, early phonic skills and sounds. *https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches* 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. *https://dera.ioe.ac.uk/id/eprint/20176/1/140528-evidence-effectiveness-different-approaches-promoting-early-speech-language-development-en.pdf* *Terrifc Talkers in The Early Years Foundation Stage – Herts for Learning (Booklet)* Develop pupils' speaking and listening skills and wider understanding of language 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
To promote high quality communication and language skills to all children through the use of different strategies such as, Wellcomm and Terrific Talkers. Parents receive advice and suggestions guidance to support at home.	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. Terrific Talkers HfL project – '*In order to use communication in all areas of their life, children need to experience a wealth of language. It is the quality of the language that makes the most difference to children….to enable leaders and staff to provide a language-rich environment for all children, particularly those from disadvantaged and vulnerable backgrounds. Interventions are enhanced with a knowledge of communication and language development and classrooms create a language rich environment. (Terrific Talkers in the Early Years Foundation Stage HfL, Universally Speaking Speech and Language UK and*	2,3

	Expectations of Excellence (A Bernards Heath handbook) Targeted and individual support are taught through interventions such as Wellcomm, talk circles, vocabulary mats, nurture groups and speech sound assessments. (As identified in Bernards Heath SEND Core Provision Offer)	
To embed ELS and introduce to FS1 and new Year 2 programme	Data has shown significant improvement in the learning of phonics and reading skills across FS and KS1. Children in receipt of PPG have made good progress in their acquisition of phonics and where there are no other barriers to learning they do as well as their peers. EEF - Phonics	2,3
Classroom environments ensure a love of reading is promoted in all areas of learning.	Every classroom has a book corner with accessible books. The books in every classroom will have been introduced and read to the children before they are added to the book corner or box. (Reading Project DfE)	2,3
Three high quality books a day are read to the whole class with one of the three books being read every day in FS	Early Literacy approaches typically increase children's learning by about 4 months. Early literacy interventions seem to have impacts that transfer to other areas of the curriculum such as mathematics, where the average impact is 2 months EEF – Early Literacy Approaches The Reading Framework DfE	2,3
Teachers plan personalised timetable for children including appropriate learning activities to engage and motivate using recommended strategies from professionals and expertise within school.	We use Bernards Heath SEND Core Provision Offer to ensure all children have the ability to access the curriculum for their stage of development. Evidence of progression can be seen in whole school data, assessments of IAELDs and CAPPs, pupil progress meetings and review of ASPs and ADPR ASPs. Evidence presents, *'Individualised instruction can be an effective approach to increase pupil attainment.'* EEF – Individualised Instruction Bernards Heath Core SEND Offer	2,3,6
Provision of crunchy snacks and breakfast foods	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. 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. Polyvagal Theory – How to Stimulate Your Vegus Nerve for better Mental Health – Jordan Fallis	6

Small group learning sessions that focus on curriculum and needs of the children. (Post Pandemic Recovery Fund)	Strong teacher subject knowledge and effective diagnostic assessment results in quality first teaching and progress for all. EEF – Small Group Tuition National Tutoring Programme	2,3,4,6
To develop increasing independence in self-regulation	The average impact of metacognition and self regulation is 7 months EEF – Metacognition and self regulation Pupil voice about Learning Heroes and zones of Regulation support the impact of children's understanding of self-regulation.	6
Improve writing to ensure expected progress is met across whole school	Evidence shows that early literacy skills not only improve outcomes of writing but also in reading. The recommendations outlined in Improving Literacy (EEF research) can make a 'significant difference to pupil's learning.' EEF – Improving Literacy	4

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. Parental Engagement approaches have proven to have an impact of five months additional progress over the course of a year. '*It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is extensive evidence on the positive im[act of parental engagement approaches.' EEF Early Years Toolkit* EEF Parental Engagement – Primary Toolkit EEF Parental Engagement – Early Years Toolkit EEF Social and Emotional Learning	1, 6

Build on current strategies to promote maximum parent involvement in children's learning Parent's to have a school adult to approach Children to have a 'Champion' adult in school	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. EEF Parental Engagement – Primary Toolkit EEF Parental Engagement – Early Years Toolkit EEF Social and Emotional Learning Rita Pierson – Every Kid needs a Champion	1,6
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. Working Together to Improve School Attendance guidance – DfE Working with Parents to Support Children's Learning Guidance Report - EEF	1, 6
Develop our cultural capital off to all children including targeted activities for PPG - Subsidised cost of school visits, tuition for learning to ride a bike, nursery lunch club	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. Working with Parents to Support Children's Learning Guidance Report - EEF Outdoor Adventure - EEF	*1,5*
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. School Uniform - EEF	1,5,6

After school/holiday activity club place provision.	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. Physical Activity – EEF	1,5,6
Key stage assemblies focusing on mental health and wellbeing	Children attend assemblies every day. Evidence suggests that this promotes the unity of community, information sharing, recognition and motivation, moral and value education. What is the importance of morning assembly? – JBM Smart Start Growing Up - BHINS	1,6

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 2023 to 2024 academic year.

1. Parental Engagement

Parents over the last academic year have been invited to all the meetings held by subject leaders on specific curriculum areas. Further meetings held by SLT on mental health and wellbeing including the therapeutic approach to behaviour and meetings with class teachers in addition to parent consultations and SEND reviews when or where necessary have taken place. This has provided parents with the relevant information for their children and has supported our home school triangle ethos. Parents feel informed and understand what is happening at school and how to support or access support for their children. Parents have had opportunities to have reading modelled with their child and how to use vocabulary mats by their class teacher to support home learning.

Parents have also built up close relationships with staff, either with the leadership team or office staff and know that these adults are there to support them within the wider community of school. Individual reminders and messages are sent to parents to inform them of upcoming meetings and school life at Bernards Heath. These meetings are either whole school or key stage. This has supported parents in being involved with the school and ensures they are aware and have the knowledge of how to support their children at home. It also ensures all families know when there is a change to the day such as a non-uniform day or event.

2. Vocabulary

3. Learning Phonic/learning to read

Every class provides vocabulary word mats linked to their theme and learning. These are made accessible on the school's class blog and paper copies are given to some families. This ensures all families have access to what learning is happening at school and what words to use to help support understanding of new themes.

Curriculum meetings, led by subject leaders, have been attended by families. This ensures families are aware of how we approach different subjects and what is expected in each year group. Families are given handouts and slides of presentations to access freely at home. These meetings also identify vocabulary used in every year group.

Parents are signposted to the school's website where progression documents for all foundation subjects can be found with linked vocabulary for each subject and year group.

Children who are not working at age related expectations in communication and language skills are assessed using Wellcomm. Families are informed of any missing gaps and given a help sheet to support at home alongside children having Wellcomm interventions in class with an adult. Every time a concept is achieved, the child progresses to the next concept. The children are re-assessed to monitor their progress.

In Foundation Stage 1, children use strategies from 'Terrific Talkers' to support the early development of communication and language. Carpet times and CIP conversations use the strategies of scaffolding language, serve and return and vocabulary mats to support the child's speech. These strategies have been successful with all children especially PPG, EAL children. Two children are now speaking in longer phrases and sentences, understanding questions and requests from adults and peers. Children are able to use learned phrases to join in peer play and play co-operatively with peers. Parents are also given idea sheets to support their language and communication at home. The communication stages begin with 'bulb progressing to bud, blossom and bloom.'

As part of our pupil premium strategy, we have ensured all children accessed high quality teaching by implementing relevant CPD for staff and ensuring there is a uniformity of a core offer across all classrooms. Every class has three books read daily, modelling high quality reading skills, Readit2, scaffolding techniques of language. In addition, TAs support carpet times, teachers use reading partners and small group interventions. This has enabled children to make progress throughout their year.

In Foundation stage, progress has been made in reading, writing and maths by all PPG children. Although many are not at ARE, over 90% of this group have additional needs and their progress has monitored through smaller steps on EHCPs, ASPs and assessment tools such as the IAELD. Evidence for this can been seen in the SEN folders and files.

In Key Stage One, progress has been significant in reading, despite many not achieving the phonics screening. Over 90% of PPG children in KS1 have additional needs and progress has been monitored through smaller steps on EHCPs, ASPs and assessment tools such as CAPPs. Evidence for their strong progress can be seen in their SEN folders and the reading tracker.

In Year 1 on average each child has made 4-6 steps of progress in the last academic year on the reading tracker.

In Year 2 on average each child has made 5 steps of progress with one child making 13 steps of progress on the reading tracker. Two children are working at greater depth in their reading.

Writing and Maths

In KS1, the children who have no other additional needs are all at ARE. The children with additional needs or significant barriers to learning have also made strong progress in writing. This can be seen when looking at their EHCPs, ASPs or other assessment tools.

The ELS scheme is now imbedded in the school in FS2 and Year 1. This scheme has been highly successful with all children making at least 4 steps of progress. This scheme is being rolled out into Foundation Stage 1.

4. Financial means to access the wider curriculum/resources

All children have been able to attend educational visits with their peers, supporting their emotional wellbeing through being included and widening their learning opportunities. This has proven to have a positive effect on attainment across the curriculum.

After school clubs, childcare, school holiday camps and out of school clubs are offered to children in receipt of PPG. A letter was sent home and all PPG families have all been informed of what the school is able to offer them in the wider school community This has a positive effect on the children and their families as feel part of their school as it supports and develops life skills such as learning to swim and riding a bike and having a positive effect on early writing and physical skills.

All children are offered school uniform this ensures children continue to feel a sense of belonging and can therefore fully take part in the whole school curriculum.

5. Social and Emotional

The school has noticed an increase in the number of children needing emotional and mental well-being support. To ensure these needs are met, the development of the ‘therapeutic thinking policy’ and the continued use of ‘Zones of Regulation’ to support the regulation of behaviours. All adults have been trained in understanding the importance of equity to ensure all our children have equal access to life at Bernards Heath. The support provided for these children will continue with personalising timetables and learning, adapting timetables, making links with external agencies and providing transition support between year groups and between schools. Children with significant social and emotional barriers who were on a reduced timetables have now increased to a full timetable, one child who found being in the classroom full time at the beginning of the academic year and a change of adult in the room caused dysregulation is now able to regulate these feelings and be part of the class all day and manages new adults in the room. Strong social and emotional progress has been observed in all our PPG children as the school embeds the therapeutic thinking policy. All staff have had several CPD sessions led by the head teacher, the deputy head and Chrissy Lea – a trauma informed practitioner. It has been noticed

that when every member of staff is consistent in their delivery of a behaviour policy, using targeted language, every child succeeds.

Children are offered additional crunchy snacks and/or movement breaks as this is proven to help regulate our emotions ready for learning. TAs ensure children have had breakfast upon arrival to school and this is then provided when needed helping children to come to the classroom ready to learn. This has had a positive impact in the classroom.

Family support workers have worked alongside school and families. These services have given families confidence and supported the individualised need of the family. We have had impactful feedback from the family workers which has been echoed by the families.

All our families who have required additional support in attendance have regular meetings and are working hard together to improve attendance. This has had a positive impact as shown by the attendance data below.

Our whole school attendance for 2023-2024 is 95.4%
Our whole school attendance for 2022-2023 was 94.9%

PPG attendance for 2023-2024 is 86.5 (this includes two children who have part time timetables)

The school works closely with families to build strong relationships and support in improving attendance. Meetings with a member of the leadership team and offering support, such as, attending breakfast or after school clubs are provided to support individual family needs to promote attendance. One child who regularly arrived late for school in the morning now attends breakfast club and this has helped to improve her attendance. At Bernards Heath we understand that regular attendance helps to promote every child, not only in their academic learning but in developing friendships, social skills, team values, cultural awareness and promotes their mental health and wellbeing.