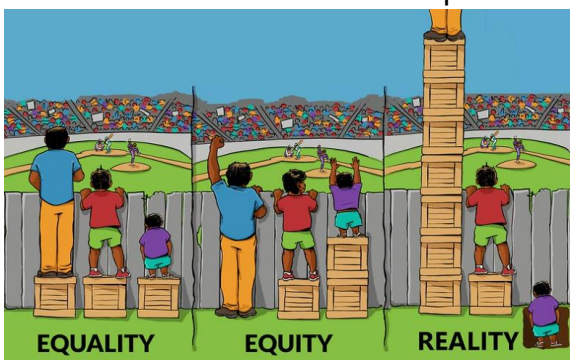
Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our underserved children. Our definition of underserved is represented in the visual below.



The child in the pictures on the very right needs some additional strategies and support if they are able to see over the fence. Underserved can mean multiple things and we do not assume that because children belong to a defined group that their path is set. We have a growth mindset and high expectations for all children with a priority on developing a positive sense of self and the skills for lifelong learning in partnership with children's first educators, their parents/carers.

This document 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	277
Proportion (%) of pupil premium eligible pupils	9% (25 children)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2027 2025 updated
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs H Rimmer
Pupil premium lead	Mrs V Pinkham
Governor Lead	GP Surfaro

Funding overview

Detail	Amount

Pupil premium funding allocation this academic year	£27,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£27,270

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 underserved children and families which goes beyond the classroom.

We will consider the challenges faced by underserved 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.

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 who they are as an individual.

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 and observations of class teaching and targeted interventions. 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	**Attendance** We communicate regularly the importance of good attendance (newsletter, consultations, internal monitoring letters and face to face.) For children with medical needs we understand these needs can present barriers to good attendance due to hospital stays and medical appointments.
2	**Vocabulary** Children with underdeveloped oral language skills and vocabulary gaps have more difficulty accessing and understanding the broad and balanced curriculum from Nursery to Year 2.
3	**Learning Phonics/Learning to Read** Children who have missed key learning in phase 1 phonics have more difficulty accessing the school's systematic synthetic phonics programme resulting in their acquisition of phonics and reading not being at the expected level.
4	**Physical Development and Writing** Children with less developed physical development skills and who may have missed key physical development milestones find the acquisition and progress of developing writing skills more challenging than their peers.
5	**Financial means to access to the wider curriculum/resources** 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** Children may face a number of barriers to their social, emotional and mental health. Our assessments, observations and discussions with children and families have increasingly led to referrals to external support.
7	**SEND** In our school there is a high correlation, 91%, of our Pupil Premium children who have an additional need and are on the SEN register**.**

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
Challenge 1 To achieve and sustain improved attendance for all children, particularly our underserved children.	Sustained high attendance demonstrated by: Promoting consistent high attendance by implementing a proactive and supportive whole school approach. Early identification of children whose attendance is not meeting our expectations will be addressed by the Head. Strong relationships with families underpin our commitment to work alongside families to support the importance of good attendance. Our parent partnership policy identifies how we value the good relationships in supporting all children at our school. Every week, the newsletter will highlight why good attendance makes a difference for children. Attendance letters will be sent home termly if a child's attendance is not at 95%. Where attendance is not meeting our expectations, meetings with the head teacher and individualised support will be provided. Parents will be informed about the school's core offer and how PPG funding supports their children's learning and wellbeing.
Challenge 2 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 children 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 including WellComm, IAELD and CAPPs to monitor identified children. Quality of speech is improved and attainment is increased from each child's starting point. Small group interventions from outside agencies; Happy Human Project and Sally Parker. This will provide language and vocabulary development in emotional literacy and creativity.
Challenge 2, 3 and 4 To raise attainment and accelerate progress of pupils in reading, writing and physical development, therefore narrowing the gap between underserved children and their peers.	All teachers to be aware of our core offer for underserved children and how to support them. (Core offer document) 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 their starting point. Through class weekly blogs families will access vocabulary mats and lists, phonics learning and themed learning. (Paper copies of word mats/vocabulary are provided when needed.) Pre-teaching of weekly class books/vocabulary for identified children. Next week books will be sent home on Friday after sharing with class teacher or teaching assistants.

	Reading and library books will be sent home at least once a week, with families recording when they have listened/shared the books. Quality First Teaching of ELS, Essential Writing, Readit2 and focused outdoor busy finger sessions in foundation stage. Feedback in teacher's reading records will capture how children's comprehension skills are developing over the academic year. Teachers will recognise improved engagement and understanding in whole class lesson with a comprehension focus. Three stories a day will be read in class in the Early Years and three books a week in Key Stage 1. 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 individual children led by teachers and support staff. To complete a 'Foundational Knowledge' assessment at half term mid-points. To complete a 'Fundamental Movement' assessment at half term mid-points. A selection of key texts from Essential Writing scheme will be sent home every term. A selection of 5 books from each year group linked to Essential Writing and curriculum will be provided.

Challenge 5 To raise the cultural capital on offer to our PPG children to maximise experiences that widen children's knowledge and skills for lifelong learning and to develop a positive sense of self.	All children will attend educational visits with their peers. Children will 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) Share with staff and families the new parent partnership policy Family Support Worker available. Provide enrichment activities such as walking to the local shops, visiting the Heath Enrichment days that require costumes or additional resources will be provided. PTA will support PPG families through donating Christmas fair tokens to spend freely. Funded milk will be offered to all PPG children
Challenge 6 To achieve and sustain improved wellbeing for all children in our school, particularly our underserved children and meet the personal, social, and emotional needs (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 Children and families who need extra support will be identified early, and link professionals will work closely with them. End of year data, PPG tracker, ASPs 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 EHCPs, ASPs and monitoring ASPs to track progress. Targeted teaching, interventions and strategies will be used consistently and in line with the Therapeutic Thinking policy. Movement and sensory breaks will be offered to children to promote self-regulation. Happy Human Project – 12-week intervention for a targeted group of children in Year 1 focusing on social and emotional wellbeing. Classrooms will have resources available to support co and self-regulation. All children will have a designated 'Champion' who advocates for the wellbeing of our underserved children and ensure their needs are recognised and met. Staff meetings and INSET days will provide opportunities to learn and share ways to promote the wellbeing of underserved children. HR, JH, VP will form a working group and complete the Executive Functioning Project. Executive Functioning training will be shared with all staff. The implementation of a new parent partnership policy.

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: 18548

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy lead to attend Essential Writing training for Foundation Stage, new staff and embed scheme across the school	Essential Writing develops skilled and successful writers, teaching children how to write for specific purposes. Why Essential Writing? EEF Improving Literacy Summary	2, 4
Continue to train new members of staff and monitor the ELS scheme as a whole school	ELS has raised the standard of phonics within our school. ELS helps children develop foundational literacy skills through daily lessons, multisensory activities and decodable reading books, ensuring all children stay on track and achieve reading fluency. Why use ELS? EEF - Phonics	2, 3
To provide appropriate support in line with the needs of individual children	For some children to have 1:1 support to ensure consistent progression in their learning and to support their wellbeing. The impact of effective support is on average 4 months (EEF) EEF – TA interventions	2, 3, 4, 6
To maintain 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
Staff to take part in the Executive Functioning Project led by Gemma Handelsman	'Executive Functioning skills are a set of skills that enable us to perform goal-directed behaviour.' 2025 Handelsman Psychology Evidence suggests that executive functioning skills are rapidly acquired through the first 7 years of life and continue to develop and change throughout our whole life. These are a set of skills that help us with the challenges of daily life. EEF – Self Regulation and Executive Functioning	3, 4, 6

To maintain 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 BH SEND Core Offer	2,3,4,6,7
To maintain the positive impact 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, 7
To maintain the consistent use of Bernards Heath Learning Heroes and the use of Zones of Regulation	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 be 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, 7
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

To share the Parent Partnership Policy will staff and families	Evidence shows that good relationships with families can impact children's progress by 4 months EEF – Working with Parents to support children's Learning EEF – Parental Engagement	1, 6, 7
Understand the impact of implicit bias	Join a session led by Sneha Khilay on 'Managing Implicit Biases.' Sneha Khilay training slides – school shared drive Why is it important to recognise your biases? - NEA	1, 5, 6, 7

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

Budgeted cost: £ 1950

Activity	Evidence that supports this approach	Challenge number(s) addressed
To promote high quality oral language skills to all children through the use of vocabulary mats, 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 storytelling, 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	2, 3, 4

	Terrific 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 Surprise Storyteller – a parent will come in weekly to read a story of their choice to the class. This promotes a love of reading by showing children it is an enjoyable activity. It helps builds literacy skills including vocabulary and listening skills, enhances cognitive development and empathy by exposing children to diverse perspectives. EEF – Reading Aloud with your class	
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 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)	2, 3, 4
To maintain ELS and embed 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, 4

To embed Essential Writing in KS1 and introduce to Foundation Stage 1 and 2	All year groups will follow the Essential Writing curriculum to develop skilled and purposeful writers Why Essential Writing? EEF Improving Literacy Summary	2, 3, 4
Children to complete a 'Foundational Knowledge assessment and a Physical Development skills assessment	To monitor PPG children's foundational knowledge skills closely and to provide support/interventions Strong Foundations in the First Years at School	2, 3, 4, 6, 7
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 in Early Years and three books a week in Key Stage 1	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 monitoring 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, 7
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, 7

Small group learning sessions that focus on curriculum and needs of the children. Targeted small group tutoring	Strong teacher subject knowledge and effective diagnostic assessment results in quality first teaching and progress for all. EEF – Small Group Tuition	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, 7
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: £ 6158

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family worker leads on Families First Assessments and organises meetings, updating the EHM (Early Help Module) 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 impact 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, 7

Build on current strategies to promote maximum parent involvement in children's learning Share Parent Partnership Policy 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 offer 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, 6
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	6
Access to Happy Human Project in Year 1	Children attend workshops supporting the development of emotional literacy and wellbeing. The impact is 3 months additional progress in academic outcomes Happy Human Project EEF – Social and Emotional Learning	6, 7

Total budgeted cost: £ 27,270

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. To ensure all families are informed about meeting times, we reach out through individual phone calls or speak with them during drop-off or pick-up times. 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. Families are also given time and offered support if there are additional barriers such as language. Google translate or a translator is found.

Parents are invited to complete a school survey, having the option of being contacted if you choose to leave your name. The survey is overwhelming positive and where possible the Head has reached out to families who have left their names to offer support and listen.

Parents through talk with staff and the parent survey report that they feel consistently well-supported by the school and have positive, trusting relationships with all staff at the school. Upon reflection with Leadership and completing a series of webinars on underserved pupils in schools, we felt that it would be beneficial to write a Parent Partnership Policy outlining how we create positive relationships with all families.

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. Key vocabulary is displayed in classrooms to enhance the visibility of new words being introduced.

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 Active Learning 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 and 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.' From the summer term, a 'communication circle' intervention has been used to promote social interaction in an enjoyable structured way. One member of the group has progressed from not wanting to join in to joining in all 4 aspects of the intervention.

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 or throughout the week in Key Stage 1, modelling high quality reading skills, Readit2 books are used in Early Years alongside scaffolding techniques of language. In addition, TAs support carpet times offering additional explanation, teachers use reading partners and small group interventions. This has enabled children to make progress throughout their year.

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 are on the SEN register. Their progress has been monitored through smaller steps on EHCPs, ASPs and assessment tools - IAELD and CAPPs. Evidence for this can been seen in the SEN folders and files. Each child has made significant progress from their starting point.

In FS1, two children who are on the SEN register have been assessed through IEALDs. These two children have progressed at least 6 months from their starting points.

In FS2 there were 4 children in receipt of PPG funding. One child has progressed throughout the year and is at expected level in reading, writing and maths. Small steps of progress have been made by all children which can be seen when looking at small steps of progress on their individual assessment tools.

In FS2, all children have made steps of progress in their reading. Most children made 2 steps of progress with one child making 8 steps of progress recorded on the reading tracker.

Year 1 Phonics Screening

Four children passed their phonics screen test with 6 children showing progress in their phonic screening result demonstrating progress for all children in receipt of PPG funding.

Key Stage 1

Over 70% 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 using the CAPPs assessment tool and the reading tracker.

Those children being assessed using CAPPS have made significant progress. In maths children have progressed 20 points or more, in reading 15 points or more and in writing 8 or more points with one child progressing by 28 points.

In Year 1 all children have made progress in their reading, ranging between 2 and 10 steps of progress recorded on the reading tracker document.

In Year 2 all children have made progress in their reading. On average each PPG child has made 3 steps of progress on the reading tracker.

Writing and Maths

In KS1, the children who have no other additional needs are all working at age related expectations or have shown progress within the working towards age related expectations. The children with additional needs or significant barriers to learning have also made strong progress. This can be seen when looking at their EHCPs, ASPs, attendance at the Year 1 writing group 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 progress. This scheme is being rolled out into Foundation Stage 1 and Year 2. From January 2024 to June 2025, we identified a group of children who would benefit from a writing group intervention. This was led by the Deputy Head and focused on the foundational knowledge skills. This group proved to be very successful with the children engaging and noticing their own progress daily. At the end of the year when it finished pupil voice was gathered –

‘I don’t want it to be over.’

‘I’ll never forget writing group.’

‘I don’t want to stop writing group.’

‘I’m going to make my own writing group at home.’

‘I’m actually getting good at writing now.’

Looking at data collected, all children progressed in writing skills, acquisition of phonics and their reading levels

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 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. These physical skills will have a positive effect on their wellbeing and development of early writing skills. This year all children were invited to attend a crash course of swimming during February half term. This proved to be popular and very well received with some children continuing to learn to swim funded by the PPG budget. Children who are accessing clubs outside of school are supported through helping families supply essential equipment – swimming costumes, sports bags.

In January children in receipt of PPG funding were invited to walk to the local bookshop to buy a book with a voucher bought using the funding. This was a joyous trip for all adults and children, having a positive impact. The children not only chose a book to keep at home but engaged with adults talking and asking questions about what they observed on the walk. One boy in FS2 who had never asked a question in class asked several questions about what he was observing as he walked. It promoted a 'positive sense of self.' The children were so proud of their book and were keen to share it with their families. We also invited the children's parents/carers to join and walk with the children. The relationships that developed during the trip, along with the overwhelmingly positive experience exceeded our expectations.

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' are supporting the co-regulation and self-regulation being observed. 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 timetable have now increased. Children who require learning with an LSA in their own learning areas have been created and made personal to that child. This is supporting them in creating a positive sense of self and taking pride in their own learning areas. Children on reduced timetables have over the year gradually increased their attendance hours over each school day. They now attend school for the majority of the day. Strong social and emotional progress has been observed in all our PPG children as the school embeds the therapeutic thinking policy. Emotional literacy is increasing as children begin to explain through writing and talking about their response or reaction to a particular event. All staff have continued to have CPD sessions led by the head teacher and the deputy head. It has been noticed that when every member of staff is consistent in their delivery of a behaviour policy, using targeted language so every child succeeds. It has been essential learning for all staff that every restorative conversation will be supporting the development and understanding of expected behaviour. We know that children progress into the junior school with a set of skills that they use and support them in their self-regulation.

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 we are working hard together to improve attendance. Our attendance data is impacted by children who have to have time off school due to health conditions. These families are supported through the class staff teams to bridge the gap of what they have missed during their time off.

PPG attendance for 2023-2024 is 86.5 (this includes two children who have part time timetables)
PPG attendance for 2024-2025 is 84.3% (this includes 2 children on a reduced timetable, a child who was on role but could not attend school for half of the autumn term and children who have had significant time off due to health conditions.)

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. 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.