



## Pupil premium strategy statement 2022-2025

*“There is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. So high quality teaching must be at the core of all pupil premium work.”*

*John Dunford, National Pupil Premium Champion 2013-2015*

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Bernards Heath Junior School
Number of pupils in school	349
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Darren Armoogum Headteacher
Pupil premium lead	Hayley Gilbert Assistant Headteacher
Governor / Trustee lead	Helen Bellwood Jeremy Hazlehurst Chairs of Governors (to be redesignated after appointment of new governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,035
Recovery premium funding allocation this academic year	£3770
School Led Tuition funding allocation this academic year	£4374
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£40,805</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Bernards Heath Junior School we have fostered an ethos that underpins the whole school community: knowing every child. We are committed to ensuring that every pupil reaches their potential across the whole curriculum and to removing any barriers that might prevent this. This is exemplified by our schools central principle that all disadvantaged pupils should be at the front of the virtual queue for additional or enhanced provision. We are committed to providing bespoke support to all vulnerable children and families that goes well beyond the classroom.

This strategy is written in conjunction best practice guidelines provided by published research which provides a robust evidence base for the interventions and strategies adopted by the school. We recognise that quality first teaching, including professional development, training and support is absolutely key to all learners making progress and achieving. Targeted support across the whole curriculum for disadvantaged pupils, of all abilities, is a key component within our strategy.

Our curriculum is designed with the intention of making it accessible to all of our children, making necessary adaptation; meeting the needs of children who need support as well as those who find learning easy and are thirsty for more knowledge and challenge. As a school we have worked collaboratively on a curriculum that develops relevant, broad, balanced enjoyable and essential skills and knowledge for all of our children, with particular attention to the most disadvantaged.

The usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform progress and enable the early identification of need, support and appropriate intervention. Teachers are constantly assessing children's learning and adapting provision to meet their changing needs. We have termly Pupil Progress Meetings to discuss progress of children causing concern, including children receiving pupil premium funding, with the class teacher and SLT and we complete summative assessments each term (3x a year) so that progress can be tracked.

For the academic year 2022-23, this strategy sits alongside the school's 'Recovery and School Led tuition strategy' in recognition of the interruption in on site learning due to the pandemic.

## Challenges

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

Challenge number	Detail of challenge
1	Large cohort of PPG children in one year group who have a range of vulnerabilities and specific social and emotional needs that impact upon their learning. Behaviour for learning.
2	Children who were not working at the expected standard in Reading and Maths at the end of Key Stage 1
3	Pupils experiences and lack of opportunity for enrichment activities outside of school.
4	Attendance. Some children have attendance that requires improvement.
5	Continue to monitor the impact of COVID 19 and the gaps in learning that this has created. Our assessments and observations in school suggest that our disadvantaged families have been affected the most by the partial school closures.

## 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
Individual learning, social and emotional needs are met. Increased progression across the curriculum, increased self-esteem with resulting greater access to the curriculum, improved social skills and friendship choices and better self-regulation of behaviour.	<p>Identified child will have an adult in school who will be their 'champion' and personal mentor.</p> <p>Class teacher and parental feedback about children is positive. External support will have been sought where appropriate and impact will be evident. Reduction in incidences recorded in behaviour log. Zones of regulation used by children across the school.</p> <p>Behaviour plans in place for those children with need.</p> <p>All children have had access and support from 'The Hub' and 'Vibe' where applicable.</p>

	Pupil voice demonstrates that children are happy in school and feel supported. They explain that they can access the curriculum and engage in school.
Increase the rate of progress of Disadvantaged pupils, particularly in Reading and Maths to be in line or above the national average.	Every member of staff will be aware of the Disadvantaged children in their class and are able to account for their progress. Children are highlighted on the provision map and discussed individually at pupil progress meetings. This will be measured each term in Years 3 – 6. Teachers able to track back using Essential Maths and be use Year 1/Year 2 materials where appropriate. Booster groups and catch up interventions will be in place for these children. Progress will be in line or above with non PPG children in the school.
Children have good attendance and access all learning opportunities and interventions – this includes arriving to school on time.	Attendance of individual PPG children will have improved from last year and will be higher than 95%. This will have an impact on the rate of progress in learning. Children will have access to all the trips, events and opportunities.
All children to experience high quality first wave teaching to address gaps in learning and enable children to get back on track. Effective use of recovery and School led tuition premium and pupil premium to close gaps in identified specific areas.	Children will be making at least expected progress and will be back on track.  KS2 PIRA and PUMA scores, alongside Teacher Assessment, will help to track the progress of pupils and identify those in need of further intervention.  Specialist SEN teacher assessment reports will show the smaller steps of progress for identified children.  Work in books.
Parents will be engaged with the school and their child's learning. They will attend school events receiving individual invites where necessary. Staff will have a clear understanding of each of these family's needs. Targeted use of Family Support Worker where necessary.	Parent feedback shows they feel supported through targeted use of School Family Worker and Senior Practitioner in the MHST.  Parent feedback will show that they feel supported by and welcomed into the school

## 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: £8300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Ensure quality first teaching and high aspirations for all through ongoing CPD</li> <li>• Training on Attachment and Trauma (virtual school training) and Adverse Childhood Experiences to all teaching and support staff.</li> <li>• Refresher training on Zones of Regulation and Protective behaviours to all teaching and support staff to embed practice more widely within the school.</li> <li>• Ensure Mental Health Lead attends regular update training and has the opportunity to disseminate to all staff.</li> <li>• Evaluate, review and develop Behaviour for learning approaches.</li> <li>• Continue to embed STEPS approach to behaviour focussing on pro social behaviours</li> </ul>	<p>EEF Guide to improving Social and Emotional learning in Primary Schools</p> <p>EEF Guide to Pupil Premium</p> <p>EEF toolkit</p> <p>Social and emotional learning +4 months</p> <p>Behaviour interventions +4 months</p> <p>Hertfordshire Virtual School</p>	1
<ul style="list-style-type: none"> <li>• Ensure quality first teaching and high aspirations for all</li> <li>• Ensure disadvantaged children are top of the 'virtual queue' for individualised feedback and marking</li> <li>• Maths leads to work with maths group teachers to ensure they are balanced and based on ongoing formative teacher assessment. Groups to remain fluid.</li> <li>• Training for maths teachers on Key Stage One Essential maths materials.</li> <li>• 'Think' introductions are consistent across school to ensure children are able to recall prior learning and make connections between aspects of Maths</li> </ul>	<p>EEF Guide to supporting school planning</p> <p>EEF guide to Improving Mathematics in KS2 and 3</p> <p>EEF Toolkit</p> <p>Feedback +6 months</p> <p>DfE non statutory guidance in conjunction with the National Centre for Excellence</p>	2, 5

<ul style="list-style-type: none"> <li>• Termly pupil progress meetings. Disadvantaged pupils discussed individually with class teacher &amp; maths teacher. Ensure booster groups are in place.</li> <li>• SEN Specialist Support Teacher. Train staff including TAs on maths manipulatives</li> <li>• Use of HfL Essentials diagnostic maths assessments and PUMA to support formative and summative teacher planning and assessment.</li> <li>• SLT and coordinator opportunities to visit other local schools-Good Practise Visits</li> </ul>		
<ul style="list-style-type: none"> <li>• Ensure quality first teaching and high aspirations for all including explicit teaching.</li> <li>• Ensure disadvantaged children are top of the 'virtual queue' for individualised feedback and marking</li> <li>• Flexible grouping within the classroom based on ongoing formative assessment</li> <li>• Use of PIRA to support summative assessment</li> <li>• Effective scaffolding within the classroom e.g Steps to Success, adult support, visual stimuli and checklists. Adapted curriculum for those with special needs</li> <li>• To provide ongoing and specific training on all aspects of the teaching of reading including phonics, Reading fluency, word aware and Echo reading</li> <li>• Use of the school librarian to work 1:1 or small groups to develop reading fluency and comprehension</li> <li>• Draw on the learning from the Closing the Gap and Reading Fluency projects</li> <li>• Timely and regular communication with parents to be maintained</li> <li>• Use of Hertfordshire Tracking Back documents for Maths and English to ensure that gaps are clearly identified and sequences of learning are planned effectively</li> <li>• Introduction of Collett CAPPS assessment and planning system to support planning for those children working below Key Stage expectations</li> <li>• Continue with specialist Music, RE and French teaching</li> <li>• Continue with specialist sports coach to make PE more inclusive and extending provision for PPG</li> </ul>	<p>EEF The guide to Pupil Premium</p> <p>EEF Guide to supporting school planning</p> <p>EEF toolkit Improving Literacy in KS2</p> <p>EEF Toolkit</p> <p>Feedback +6 months</p> <p>Parental engagement +4 months</p> <p>Reading Comprehension strategies +6 months</p> <p>Arts participation +3 months</p> <p>Physical activity +1 month months</p> <p>Hertfordshire Reading Fluency &amp; Closing the Gap research projects</p>	<p>2, 5</p>

<ul style="list-style-type: none"><li>• SLT and coordinator opportunities to visit other local schools-Good Practise Visits</li></ul>		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 11,250

Activity		Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Provide 1:1 tuition in English and/or Maths with a class teacher for children at risk of not making good progress or meeting ARE by the end of Year 6</li> <li>• Maths &amp; English Booster groups with a priority for PPG children</li> <li>• Read Write Inc intervention strategy across the key stage with focus on PPG children</li> <li>• Reading Fluency project to continue to be embedded as part of normal practice for TAs</li> <li>• Librarian to provide 1:1 reading support for PPG children where necessary</li> <li>• Priority reading list for each class to include all PPG children (at all levels)</li> <li>• Targeted in class support. All class staff to be aware of who the PPG are and their individual needs</li> <li>• SEN Support teacher to work with PPG children who have identified SEND on an individualised programme of learning. TAs to observe lessons to ensure learning is transferred.</li> <li>• SEN Support teacher to run phonics intervention for Year 3 for those PPG children who did not pass phonics screening at KS1</li> <li>• Bangla BLTA to provide 1:1 tuition in English and maths for identified PPG children and liaise with Bangla speaking parents</li> <li>• Recovery premium targeted towards PPG children where teacher assessment and summative data indicates they are at a risk of not making expected progress</li> <li>• School led tuition delivered by in-house teacher/tutors to identified children at risk of not making expected progress</li> </ul>	<p>EEF The guide to Pupil Premium</p> <p>EEF Guide to supporting school planning</p> <p>EEF Toolkit –</p> <p>1:1 tuition +5 months</p> <p>Phonics + 5 months</p> <p>Reading comprehension strategies +6 months</p> <p>Small group tuition +4 months</p> <p>Oral language interventions +6 months</p> <p>TA interventions +4 months</p> <p>Professor Barry Clarke-Recovery Premium</p>	<p>2, 4, 5</p>

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Access to 'The Hub' across the school (highly individualised nurture programme)</li> <li>• Access to 'Vibe' across the school (strategies for building resilience)</li> <li>• Provide a lunchtime Young Carers club to include activities, resources and trips.</li> <li>• Parent support worker available for parent or school referral to support parents and access support services.</li> <li>• School counsellor to work with identified children to help them understand their own emotions and develop strategies to deal with these.</li> <li>• Green trailblazer project to continue with support from MHST. Mentor in place for identified children and families. Also self referral.</li> <li>• Extra-curricular club voucher for all FSM children to entitle them to one club free of charge per year.</li> <li>• 'Game On' sports ambassadors lead club to ensure that all PPG children are invited and participate to develop key physical skills and work collaboratively.</li> <li>• Allocate funding to support extra-curricular enrichment opportunities e.g. residential trip/swimming/cycling proficiency/peripatetic music lessons.</li> </ul>	<p>EEF Guide to improving Social and Emotional learning in Primary Schools</p> <p>EEF toolkit</p> <p>Behaviour interventions +4 months</p> <p>Social and emotional learning +4 months</p> <p>Physical activity +1 month</p> <p>Arts participation +3 months</p> <p>Parental engagement +4 months</p> <p>Collaborative learning +5 months</p> <p>Hertfordshire STEPS Approach to Therapeutic Behaviour Management</p> <p>DSPL7 MHST NHS funded provision</p>	<p>1</p>
<ul style="list-style-type: none"> <li>• Continue to develop strong relationships with parents. Frequent over communication between parents/class teacher/PP lead/SENCo to embed these relationships and to ensure parents feel welcomed and supported.</li> </ul>	<p>EEF Guide to Working with parents to improve childrens learning</p> <p>EEF toolkit</p>	<p>3, 4</p>

	Parental engagement +4 months  Parental voice outcomes collected in-house	
<ul style="list-style-type: none"> <li>• Regular attendance monitoring of all pupils to identify any concerns about low or irregular attendance</li> <li>• Daily attendance phone call from office staff to family</li> <li>• Regular informal communication on playground/phone calls (class teacher/PPG lead)</li> <li>• Regular communication with parents to discuss concerns and identify support the school can offer</li> <li>• Seek support from AAT AIO where necessary</li> </ul>	EEF Toolkit  Parental engagement +4 months  DFE Improving School Attendance Guidance	4
<ul style="list-style-type: none"> <li>• Children receive nutritious lunch at school</li> </ul>		

**Total budgeted cost: £ 41,550**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

Through the delivery of ongoing CPD for teaching staff and TA's, all children received a rich and diverse curriculum that was delivered through high quality first teaching. Staff attended training on Attachment and Trauma, as well as an update on the Hertfordshire approach to Behaviour Management. This allowed the whole school community to be consistent in the techniques deployed and promoted a culture of positive behaviour outcomes.

The school's ethos of the 'Virtual Queue' means that children in receipt of the Pupil Premium Grant have had access to a vast range of extra-curricular, sporting and academic opportunities. No PP child missed a school trip or opportunity due to inability to pay. Grants were sought to help with the cost of the Year 6 residential. All subject coordinators are aware of this group of children and their families and work to ensure they make good progress in their subjects. This is monitored through the triangulation of the children's learning, pupil voice and assessment. Each PP child received an extra-curricular club voucher that enabled them to enrol on an activity of their choice. This has been highly successful, with the vast majority of our PP children taking up the offer.

The school's nurture group, The Hub, is a successful intervention that allows tailored input dependent on the individual child's need. Boxall profiles completed prior to, and at the time the children leave show positive outcomes in their specific areas of need. Due to its success, we will continue to offer this intervention across the school community. Through the school's dedication to the mental wellbeing of our children and parental feedback, we established 'Vibe'-an intervention with the specific focus on increased self-esteem, and strategies for coping with the normal stresses and strains of everyday life. The children's progress is measured using the Stirling Children's wellbeing Scale. Whilst the impact varies from child to child due to its highly individualised nature, pupil and parental feedback has been positive to this intervention.

Zones of Regulation are not yet consistent across the school and therefore this remains a target for the next academic year.

Our internal assessments during 2021-22 suggest that the performance of the vast majority of disadvantaged pupils are on track to make expected progress across the Key Stage. In one particular year group, there are a number of disadvantaged pupils who have multiple vulnerabilities. This will impact the percentage of pupils that will

achieve ARE in their SATs. Recovery premium alongside quality first teaching will be used to ensure that their progress is good. Pupil progress meetings target every child in receipt of PP funding and have a clear action focus for individual children.

Due to the small cohort of PP children in Year 6 (2021-22), the results will show a gap between the national and school attainment figures. Of the 3 PP children last year, 2 of them were also on the SEND register. All 3 children made good progress in Reading and Maths, with 2 out of 3 making good progress in Writing.

Collett CAPPS assessment and planning tools have been introduced to support planning for those working below Key Stage expectations, however this must continue to be an action for 2022-23 to ensure that they are embedded.

Staff have received training on the use of manipulatives. This will continue to be a focus for the TA's at school in the next academic year.

The overall attendance in 2021-22 for children in receipt of PP funding was 90.5%. Two children had attendance lower than 80%. Attendance at school is vital in ensuring that all children make progress in their learning and this will remain a focus for next year. The school has worked tirelessly to ensure that relationships with the parents are such that they feel confident and able to work with us to improve their child's attendance.

Across Key Stage 2, 24 pupils received 15 hours of tuition. This was delivered by Bernards Heath teachers which meant that tuition was as effective as possible. In house staff already had an in depth knowledge of the children and their class teachers meaning that tuition could be highly tailored and easily incorporated into the school day. Tuition was delivered as either 1:1, 1:2 or 1:3 dependent on the needs of the children. 73% of PP children were allocated tuition. Internal data showed that 86% of children in Reading, 82% in Writing and 78% in Maths were now back on track.

## Further information (optional)

*We believe that at Bernards Heath Junior School our unique selling point is our dedication to know every individual child and their families. We are passionate about the children we work with and driven by the desire to ensure that every child is successful, happy and supported. We strive to make sure that all is done to provide equity for our families who may be disadvantaged. This knowledge of our families, their successes and their needs means that we all take a joint responsibility for ensuring that we close the gap academically, socially and emotionally.*

*Whilst writing this report, Senior leaders spoke to the staff at school about what it is that we do at Bernards Heath that stands out in terms of our PP provision. Without exception, all staff commented on our knowledge of our families and what we call our 'Virtual Queue'. We have developed the Virtual Queue in school for any additional support, visits or extra-curricular activities. This enables any child in receipt of PPG to go to the top of any list, ensuring they remain at the centre of the school's work. We are aware that some pupils have limited wider life experiences and therefore, the Virtual Queue is not just focussed on academic outcomes. It is about allowing all pupils develop a wide cultural capital. We want all of our pupils to take part in off-site visits, including the Year 6 residential. We aspire to facilitate all of our pupils experiencing sporting fixtures and competitions against other schools. Some of our children in receipt of free school meals learn a tuned instrument (outside of music lessons) that is funded by the school. We understand that to support the child we must support the wider family. Our person centred approach also extends to family support to help with wider life issues, such as applying for secondary school or free school meals as well as supporting families with Holiday food vouchers and referring to the local foodbanks.*

*We have also developed our provision for children in receipt of Pupil Premium over many years. There are many strategies that we adopt in and outside of school that underpin our commitment to this group of children and their families. These are embedded in the culture of our school.*

*Although not necessarily stated on this strategy, please find some examples of these below;*

*Pupil progress meetings are pre populated with information regarding PP children, regardless of attainment, progress, ability and aptitude. Every child is discussed and actions are written to ensure that the individuals in this group have the best opportunity to thrive-not just academically, but socially and emotionally.*

*The Hub and Vibe-these are highly individualised tailored nurture interventions, open to children across the Key Stage. These groups meet regularly to support children's social, emotional and mental wellbeing. Led by senior teachers and supported by TA's, this intervention is key to the success in school of some of our pupils.*

*School librarian-Bernards Heath values its library and the outstanding librarian that looks after it. Our Librarian also works on a daily basis to provide 1:1 or small group reading, comprehension and fluency support for our PP children. She is highly effective and will ensure that children have a suitable reading book according to their level alongside a library book to enjoy. She assists in creating Reading Challenge activities which are widely uptaken by the children.*

*Young Carers club-providing a lunch time club where children take part in tailored activities and trips, giving them a safe space to enjoy their peers and being a child.*

*Specialist Music teacher-All children leave Bernards Heath being able to play a tuned instrument. They have the opportunity to participate in solo, group, and cohort musical activities. Our Music teacher supports identified children to learn an instrument outside of the lessons themselves.*

*We support families to view school as a positive, caring environment. Some of our parents begin their time at Bernards Heath Juniors as reluctant visitors. At times in Year 3 we have to be proactive at encouraging all parents to attend consultation meetings. However, by the end of Year 6, those parents feel comfortable in school. For example, one parent is now helping regularly with a Guided Reading group. Another is attending specialist SEND lessons with their child to gain a better understanding of the strategies they can use to support their child.*

*During COVID times, we visited our most vulnerable families regularly each week to check in, deliver school learning, provide tailored lessons from the SEND teacher and check on their wellbeing. Through this, we have recognised the strong relationships it allowed us to make with them. We have continued to forge these relationships since.*