



## **Pupil Premium Strategy 2021-2022**

“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

## **Pupil Premium Strategy 2021-2022**

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

For full details of pupil premium funding and accountability for schools see <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-local-authorities>

Total number of pupils on roll (Academic Year 2021/2022)	355	
Percentage of pupils eligible for Free School Meals (FSM)	25 children	7%
Percentage of Children Looked After	0	-
Percentage of Service Children	0	-
Percentage of pupils eligible for Pupil Premium Grant (PPG)	25 children	7%
Percentage of pupils eligible for Pupil Premium Plus Grant (PP+)	0	-
Total amount of PPG received (Financial year 2021-2022)	£29590	
Date of most recent PPG review	July 2021	
Date for next internal review of this strategy	March 2022/July 2022	

## **KS2 attainment and progress 2020-2021**

	Pupils eligible for PPG at Bernards Heath Junior School
% achieving Expected standard and above in Reading, Writing and Maths	N/A due to COVID
% achieving Higher standard in Reading, Writing and Maths	N/A due to COVID
% achieving expected standard or above in Reading	N/A due to COVID
% achieving expected standard or above in Writing	N/A due to COVID
% achieving expected standard or above in Maths	N/A due to COVID
Progress score in Reading	N/A due to COVID Good progress indicated by internal data at expected and higher standard
Progress score in Writing	N/A due to COVID Good progress indicated by internal data at expected standard. Very strong progress at higher standard
Progress score in Maths	N/A due to COVID Good progress indicated by internal data at expected standard 1 child at the higher standard did not make expected progress.

<b>Summary of barriers to future attainment</b>
<b>In-school barriers</b>
<ol style="list-style-type: none"> <li>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.</li> <li>2. Children who were not working at the expected standard in maths at the end of Key Stage 1</li> <li>3. Due to the restrictions caused by the Covid 19 pandemic, we were not able to run extra-curricular clubs or provide the range of curriculum enrichment opportunities normally available even when school was fully open.</li> </ol>
<b>External barriers</b>
<ol style="list-style-type: none"> <li>4. Pupils experiences and lack of opportunity for enrichment activities outside of school</li> <li>5. Attendance. Some children have attendance that requires improvement.</li> <li>6. Covid 19 pandemic has meant some children have not attended school throughout the Lockdowns and therefore may have gaps in learning. Some families had difficulties accessing remote education despite school support.</li> </ol>

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 2021-2022, this strategy sits alongside the school's 'Catch Up Premium strategy' in recognition of the interruption in on site learning due to the pandemic. Please refer to the strategy attached for further details.

Where at all possible, all strands of the Pupil Premium strategy will continue. This will take into account any restrictions imposed by the Government and potential remote learning, as well as restrictions put in place to ensure that BHJS is as COVID secure as possible. At BHJS, we will adapt our practice and work flexibly to accommodate the interventions and offers we know are successful.

Desired Outcomes 2021/2022		
Barriers	Desired outcomes/Targets	Success Criteria
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.	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.	Identified child will have an adult in school who will be their 'champion' and personal mentor. 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.
2. Children who were not working at the expected standard in maths at the end of Key Stage 1	Increase the rate of progress of Disadvantaged pupils, particularly in 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 of lower set able to track back using Essential Maths and be use Year 1/Year 2 materials. Booster groups and catch up interventions will be in place for these children. Impact will be shown in the progress made.
3. Due to the restrictions caused by the Covid 19 pandemic, we were not able to run extra-curricular clubs or provide the range of curriculum enrichment opportunities normally available even when school was fully open. 4. Pupils experiences and lack of opportunity for enrichment activities outside of school	Re-establish cross school PSHE interventions – The Hub, Vibe, Young Carers. Re-establish extra curricular clubs and curriculum enrichment activities. Ensuring that PPG children have first priority access to these.	All clubs are back running to pre-pandemic level. Attendance of PPG children at clubs is high. Club vouchers have been issued and places taken up. All PPG children have attended all curriculum enrichment opportunities. Good level of attainment in sports and the arts foundation subjects. Children have access to a wide range of quality literature and the expertise of the qualified librarian.

<p>5. Attendance. Some children have attendance that requires improvement.</p>	<p>Children have good attendance and access all learning opportunities and interventions – this includes arriving to school on time.</p>	<p>Attendance of individual PPG children will have improved from last year.</p>
<p>6. Covid 19 pandemic has meant some children have not attended school throughout the Lockdowns and therefore may have gaps in learning. Some families had difficulties accessing remote education despite school support.</p>	<p>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 catch up premium and pupil premium to close gaps in identified specific areas. 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.</p>	<p>Children will be making at least expected progress and will be back on track. KS2 PIRA and PUMA scores. Specialist SEN teacher assessment reports. Work in books.</p>

Planned expenditure					
Academic Year	2021-2022				
The three headings below enable Bernards Heath to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Quality of Teaching for All					
Desired Outcome	Chosen action/approach	Evidence and rationale for this choice	How will we ensure it is implemented well	Staff lead	When will we review implementation?
1. 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.	<ul style="list-style-type: none"> <li>Ensure quality first teaching and high aspirations for all</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 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>INSET on re-establishing behaviour policy, school rules and procedures after Lockdown restrictions</li> <li>Continue to embed STEPS approach to behaviour following training Sept 2020</li> </ul>	<p>EEF The guide to Pupil Premium</p> <p>EEF Toolkit – Social and emotional learning +4 months Behaviour interventions +3 months</p>	<p>Regular monitoring of quality first teaching by SLT.</p> <p>CPD training for all staff. Feedback from staff on training</p> <p>Monitoring of CPOMS records of incidents and class behaviour logs</p> <p>Weekly celebration assembly</p> <p>Regular conversations with parents and children</p> <p>Consistent use of the schools Restore, Reflect, Repair approach by all staff</p> <p>HIP Visit 2021 PPG Review</p>	SLT FH & KT	Regularly throughout the year as part of staff and SLT meetings
2. Increase the rate of progress of Disadvantaged pupils, particularly in Maths to	<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> </ul>	<p>EEF The guide to Pupil Premium</p> <p>EEF Guide to supporting school planning</p>	<p>Regular monitoring of quality first teaching by SLT and maths leads.</p>	SW & SD HG & JL	PUMA 3 times a year As part of the assessment cycle.

<p>be in line or above the national average</p>	<ul style="list-style-type: none"> <li>• Maths leads to work with maths set teachers to ensure sets are balanced and based on ongoing formative teacher assessment. Sets to remain fluid.</li> <li>• Training for lower set maths teachers on Key Stage One Essential maths materials.</li> <li>• Re-establish 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 PUMA termly to support summative teacher assessment.</li> <li>• Use of Essentials diagnostic maths assessments to inform teaching.</li> </ul>	<p>EEF Toolkit – Feedback +8 months</p>	<p>Analysis of termly individual summative data - PUMA/teacher assessment</p> <p>Pupil progress meeting 3 times a year</p> <p>Meeting with Pupil Premium Link Governor</p> <p>Medium term plan scrutiny by maths leads</p> <p>HIP Visit 2021 PPG Review</p>		
<p>6. 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 catch up premium and pupil premium to close gaps in identified specific areas. Parents will be engaged with the school and their child's learning. They will attend school events receiving individual invites where necessary. Staff will</p>	<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>• Effective scaffolding within the classroom e.g Steps to Success, adult support, visual stimuli and checklists.</li> <li>• To provide ongoing and specific training on all aspects of the teaching of reading including phonics and fluency</li> <li>• Use of the school librarian</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</li> </ul>	<p>EEF The guide to Pupil Premium EEF Guide to supporting school planning</p> <p>EEF Toolkit – Feedback +8 months Parental engagement +3 months Reading Comprehension strategies +6 months Arts participation +2 months Sports participation +2 months</p>	<p>Regular monitoring of quality first teaching by SLT and maths leads.</p> <p>Analysis of termly individual summative data - PUMA/teacher assessment</p> <p>Pupil progress meeting 3 times a year</p> <p>Meeting with Pupil Premium Link Governor</p> <p>Annual Parent survey</p> <p>HIP Visit 2021 PPG Review</p>	<p>SLT JN &amp; TH JB</p>	<p>Termly</p> <p>Spring term lesson observations</p>



have a clear understanding of each of these family's needs. Targeted use of Family Support Worker where necessary.	<p>identified and sequences of learning are planned effectively</p> <ul style="list-style-type: none"> <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 and French teaching</li> <li>• Continue with specialist sports coach to make PE more inclusive and extending provision for PPG</li> </ul>	Hertfordshire Reading Fluency & Closing the Gap research projects			
<b>Total Budgeted Cost</b>					£1000

<b>Targeted Academic Support</b>					
Desired Outcome	Chosen action/approach	Evidence and rationale for this choice	How will we ensure it is implemented well	Staff lead	When will we review implementation?
2. Increase the rate of progress of Disadvantaged pupils, particularly in Maths to be in line or above the national average	<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> </ul>	EEF The guide to Pupil Premium EEF Guide to supporting school planning	Termly assessments to track progress Pupil progress meetings with focus on PPG pupils. Feedback from parents and pupils. End of year reports	All teaching staff HP	Termly as part of assessment cycle and pupil progress meetings
6. 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 catch up premium and pupil premium to close gaps in identified specific areas.	<ul style="list-style-type: none"> <li>• Re-establish Read Write Inc intervention strategy across the key stage with focus on PPG children</li> <li>• Reading Fluency project to be embedded as part of normal practice for TAs (also see Catch Up strategy)</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> </ul>	EEF Toolkit – 1:1 tuition +5 months Phonics + 4 months Reading comprehension strategies +6 months Small group tuition +4 months Oral language interventions +5 months TAs +1 month			

<p>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.</p>	<ul style="list-style-type: none"> <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> </ul>				
Total Budgeted Cost					£8550

<b>Other Approaches/Wider Strategies</b>					
Desired Outcome	Chosen action/approach	Evidence and rationale for this choice	How will we ensure it is implemented well	Staff lead	When will we review implementation?
<p>1. 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</p>	<ul style="list-style-type: none"> <li>• 'The Hub' re-established across the school to ensure PPG children have access regardless of year group</li> <li>• 'Vibe' re-established across the school to ensure PPG children have access regardless of year group</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> </ul>	<p>EEF toolkit</p> <p>Behaviour interventions+3 months</p> <p>Social and emotional learning +4 months</p> <p>Sports participation +2 months</p>	<p>Boxall profiles carried out pre and post Hub intervention</p> <p>Stirling Children's Wellbeing Scale</p> <p>Parent attendance at parents evening and whole school events</p>	<p>HG &amp; JL FH KT &amp; JB LA</p>	

better self-regulation of behaviour.	<ul style="list-style-type: none"> <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.</li> <li>• Reinstate 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>	Arts participation +2 months	Monitor uptake of extra curricular clubs termly by PPG children		
3&4. Re-establish cross school PSHE interventions – The Hub, Vibe, Young Carers. Re-establish extra curricular clubs and curriculum enrichment activities. Ensuring that PPG children have first priority access to these.		Parental engagement +3 months	Registers of enrichment activities held and updated by office staff to ensure participation	Collaborative learning +5 months	Outdoor adventure learning +4 months
5. Children have good attendance and access all learning opportunities and interventions – this includes arriving to school on time.	<ul style="list-style-type: none"> <li>• Continue to develop strong relationships with parents. Deliberate over communication between parents/class teacher/PP lead/SENCo to embed these relationships.</li> </ul>	EEF toolkit Parental engagement +3 months	Registers monitored daily  Daily attendance phone call from office staff to family Regular informal communication on playground/phone calls (class teacher/PP lead) Involvement of AIO when appropriate	Class teachers PH & JM HG & JL SK	Termly through analysing attendance data
FSM school dinners	<ul style="list-style-type: none"> <li>• Children receive nutritious lunch at school</li> </ul>		Dinner registers monitored	PH/JM	Termly
Total Budgeted Cost					£19,706

Review of Targets 2020/2021		
Desired outcomes/Targets	Success Criteria	Impact/Lessons Learnt
1. Increase the rate of progress of Disadvantaged pupils, particularly in Maths to be in line or above the national average	Every member of staff is aware of the Disadvantaged children in their class and is held accountable for their progress. This includes throughout any period of remote learning. These children will still be the top of the 'Virtual queue' regardless of whether they are in school or learning remotely. Children are highlighted on the provision map and discussed individually at pupil progress meetings. This will be measured each term in Years 3 – 6. Academic year 2018 onwards, Essential Maths piloted and is now embedded across the school. Booster groups are particularly aimed at middle prior attaining children. Impact will be shown in the progress made.	All success criteria achieved.  Internal data shows: All Year 5&6 PPG children have made good progress in maths at ARE. Most high prior attaining PPG children made good progress.  Internal data shows that a key group of concern are the Year 4 Cohort who should be working at ARE.
2. Increase the progress of Disadvantaged children who did not meet age related expectations in reading	Increased number of Disadvantaged children will make accelerated progress in their reading skills. Children will have access to a wide range of quality literature and the expertise of the qualified librarian. In any period of remote learning, quality literature will be available to all PPG children. Work will be tailored to meet their individual needs and the specialist SEN teacher will work remotely with identified children to ensure no child is left behind.	All success criteria achieved.  Internal data shows good progress in reading in Year 5 & 6. Year 6 PPG cohort shows 88% pupils at ARE.  Internal data shows that a key group of concern are the Year 4 Cohort who should be working at ARE.
3. Individual 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. Each child will have a named adult in school who will be their 'champion' and personal mentor. In any period of remote learning, PPG	In Lockdown, PPG children and their families were supported by the SLT with direct contact made at least weekly.  When school reopened in March, the Hub and Vibe interventions were re-established

	children and their families will be supported by the SLT with direct contact made at least weekly.	with the year groups who were particularly vulnerable. Across the school priority was given to additional PSHE sessions to ensure a smooth transition back into school, particularly as we were restricted and unable to do whole school assemblies. All PPG children were back in school by the second week of reopening.  SLT and class teachers have continued to maintain strong communication and relationships with PPG families.
4. Children with a range of vulnerabilities are identified and specific provision is put in place to meet their needs	Children are highlighted on the provision map and discussed individually at pupil progress meetings. They are top of the virtual queue. Each child will have a named adult in school who will be their 'champion' and personal mentor. In any period of remote learning, PPG children and their families will be supported by the SLT with direct contact made at least weekly. Teachers to monitor these children during any future lockdowns via remote learning platform and individual communication.	Success criteria achieved
5. Increased cultural capital	Increased participation in extra-curricular activities and school trips. Good level of attainment in sports and the arts foundation subjects. Children will have access to a wide range of quality literature and the expertise of the qualified librarian. In any period of remote learning, quality literature will be available to all	Not fully achieved due to lockdown and government restrictions on reopening. All Year 6 PPG children went on Residential school journey in May 2021. All PPG children participated in their class curriculum enrichment trip in the summer term.

	PPG children. Resources will be made available for children to enrich their time at home.	
6. Gaps in Parenting Skills supported and increased parental engagement in school	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. In any periods of remote learning, the school will work closely with PPG families to ensure they are supported with their child's learning. Regular contact will be made with both the children and their parent/s to enhance relationships with the school.	School events have been restricted. SLT and class teachers have continued to maintain strong communication and relationships with PPG families. SEN teacher has worked closely with a number of these families both during lockdown and offering model teaching sessions after lockdown.
7. Although there are some common barriers, we endeavour to identify each pupil's individual needs and ensure they have provision that is tailored to them. This is especially important in our school as we have low numbers of disadvantaged children.	Staff will have a clear understanding of the child and family's needs.	Success criteria achieved. The use of CPOMS has enabled good dissemination of information.
8. Access to devices in preparation for potential lockdown or bubble closures.	All PPG children will have access to a device for remote learning. They will have an understanding of how the schools online platform works.	Success criteria achieved. All pupils who needed it were allocated a school device for use up to the end of Key Stage 2.

## References

Education Endowment Foundation Teaching and Learning Toolkit

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

Education Endowment Foundation Pupil Premium guide June 2019

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf)

Education Endowment Foundation Guide to Supporting School Planning

<https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/guide-to-supporting-schools-planning/>

Bernards Heath Junior School Catch Up premium strategy 2020-2021