



Pupil premium strategy statement 2023-2026

“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 2023 to 2024 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	357
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Darren Armoogum Headteacher
Pupil premium lead	Hayley Gilbert Assistant Headteacher
Governor / Trustee lead	Jeremy Hazlehurst Chairs of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42195
Recovery premium funding allocation this academic year	£4350
School Led Tuition funding allocation this academic year	£2092.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£48,637.50

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 curriculum and to removing any barriers that might prevent this. This is exemplified by our school's 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 which goes well beyond the classroom. We are also acutely aware of the impact on children who are Young Carers, in need of a social worker, are currently on a Child Protection or Child in Need plan. At any point in our strategy where 'children in receipt of PPG' are referred to, you can assume that this extends to any child who also falls within the aforementioned categories. Our strategy is intended to meet their needs, even if they are not in receipt of the pupil premium.

This strategy has been written in conjunction with best practice guidelines provided by published research, which provides a robust evidence base for the interventions and strategies adopted by the school. This includes the Education Endowment Foundation and OFSTED documentation. Alongside this, we utilise the strength and expertise of our experienced staff team. We recognise the impact of quality first teaching and are committed to ensuring that ongoing professional development, training and support are central to our strategy. Quality first teaching is absolutely key to all learners making progress and achieving, including non-disadvantaged pupils. Targeted support across the curriculum for disadvantaged pupils, of all abilities, is another key component of our strategy. At Bernards Heath Junior school, we recognise the importance of children being able to access learning. A number of our pupils have a range of vulnerabilities that require tailored support. We have developed our nurture group, 'The Hub' and emotional wellbeing intervention 'Vibe' with our cohort in mind. These wider strategies offer bespoke provision that focusses on the overall wellbeing of our pupils.

Our curriculum is designed to be accessible for all pupils with necessary adaptations to ensure we meet the needs of every individual pupil. 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. Our curriculum is designed around carefully planned components that enable each child to make progress towards the next endpoint.

The usual cycle of data collection and the monitoring and tracking of the cohort's attainment, is used to demonstrate progress and enable the early identification of need, support and appropriate intervention. Teachers are constantly assessing children's learning through ongoing formative assessment and adapting the delivery of the curriculum to meet their changing needs. We hold termly Pupil Progress Meetings to discuss the progress of children causing concern, including children receiving pupil premium funding, with the class teacher and SLT. In conjunction with ongoing formative assessment, we complete summative assessments each term (3x a year) allowing the tracking of individual progress. The introduction of the National Tutoring Programme and Recovery Premium have allowed us to ensure further targeted support and interventions are available for all children in receipt of Pupil Premium where this is needed. At our school, we do not underestimate the quality and expertise of our staff. Therefore,

we recognise the benefit of utilising our own part time staff to carry out School Led tuition. This enables staff to deploy interventions swiftly, and liaise with class teachers frequently. Another added benefit of this is that the staff know the individual children and families, bringing consistency and understanding to the role.

The use of Pupil Premium is discussed with the Governing Body through individual meetings and feedback at formal governor meetings. Governors have the ability to see this in action through 'Governor days' and termly learning walks.

Challenges

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

Challenge number	Detail of challenge
1	<p>A large proportion of children in receipt of PPG have a range of vulnerabilities and specific social and emotional needs that impact upon their learning. Our observations, assessments and knowledge of the individual pupil and families have identified that some children have social and/or emotional needs that require support.</p> <p>At Bernards Heath Junior School, 17 children in receipt of PPG have been identified as needing extra support with their social and/or emotional development. All 17 children in receipt of PPG have access to targeted interventions.</p>
2	<p>Children starting the Junior school having not achieving the expected standard in Reading, Writing and Maths at the end of Key Stage 1.</p> <p>27% of children in receipt of PP achieved ARE in Reading.</p> <p>23% of children in receipt of PP achieved ARE in Writing.</p> <p>31% of children in receipt of PP achieved ARE in Maths.</p> <p>At Bernards Heath Junior School, we aim to diminish the gap between the attainment of PPG and Non PPG each year and ensure children in receipt of PPG make at least good progress, and achieve Age Related Expectations.</p>
3	<p>Our observations and discussions with families show us that many of our children in receipt of PPG lack wider life experiences that support cultural capital. Our ethos of the 'virtual queue' means that all vulnerable children have access to a vast array of opportunities such as singing at the Royal Albert Hall, representing the school at sports events, attending the Year 6 residential, speaking a foreign language and learning to play a tuned instrument.</p>
4	<p>Our in school analysis shows that some disadvantaged children need extra support to secure and sustain better attendance. The wider family needs support to understand the impact that non-attendance has on their children's progress.</p> <p>Our in school attendance gap for children in receipt of PP versus Non PPG was -6.4% for the academic year 2022-2023. 4 children in receipt of PP were classed as persistent absentees.</p>
5	<p>Our observations, discussions with families and knowledge of the children in receipt of PPG have identified that the cost of living crisis is having a significant impact on the families and children. Many of our families are accessing food bank vouchers through the school and seeking support with fuel tokens, school uniform and access to grants.</p>

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Individual social and emotional needs are met through the employment of the wider strategies detailed later in this strategy, such as Hub and Vibe, mentoring and counselling.</p> <p>Children are on track to make good or better progress in all areas of the curriculum.</p> <p>Children with SEND access the curriculum through clear adaptations.</p>	<p>Boxall profiles and the Sterling Children's Wellbeing scale show all children have made individual progress. As this is highly personalised, their individual reports will show progress over the time they access the intervention, and as they move through the Key Stage.</p> <p>Mentoring is timetabled for individual children and their pupil voice shows an increase in positive attitudes towards school.</p> <p>Support plans written by class teachers, with input from SLT and external agencies (where necessary) with clear strategies for managing dysregulation.</p> <p>All staff will have attended update training on Attachment and Trauma and can understand the impact on children's ability to engage with the curriculum.</p> <p>All staff have attended Therapeutic thinking (previously Steps training) and follow the schools behaviour policy.</p>
<p>Pupil's attainment is in line with age related expectations in Reading, Writing and Maths. All children in receipt of Pupil Premium will make good or better progress by the end of Key Stage 2.</p> <p>Recovery Premium and School Led tuition is targeted to children at risk of not making at least Age Related Expectations and/or at least good progress.</p>	<p>The gap between Reading, Writing and Maths attainment of PP children and Non PP children will be diminished by the end of Key Stage 2.</p> <p>All PP children will make good or better progress in Reading, Writing and Maths.</p> <p>In 2023-2024, children in receipt of PP funding will make at least +0.5 progress in Reading, Writing and Maths.</p>
<p>All children in receipt of PPG have good attendance and access all learning opportunities and interventions – this includes arriving to school on time.</p> <p>Persistent absenteeism will decrease.</p>	<p>Attendance of individual PPG children will have improved from last year (90%) and will be higher than 95%. This will have an impact on the rate of progress in learning.</p> <p>Reduce the number of persistent absenteeism among children in receipt of PPG by the end of the school year.</p> <p>For the academic year 2022-2023, 10 children were deemed persistent</p>

	absentees. In the academic year 2023-24, persistent absenteeism will have reduced to -2 or better.
Cultural capital is enhanced and supported through enrichment activities and wider opportunities. (These are detailed later in our strategy) Families have been signposted to organisations that can support this outside of school also.	Children have had access to extracurricular activities, wider school roles, competitions and experiences that equip them for a successful future. All children in receipt of PPG will have attended an extra-curricular club and/or represented the school at an event. All children in receipt of PPG will attend Year 6 school journey if they wish to do so.
Families are supported to access foodbank vouchers, support/grants for specific items such as school uniform, fuel bank vouchers, breakfast club etc. The school will work alongside the Family Worker (Vista).	Families are supported to meet basic needs. Children are able to engage fully with their learning. FFA will be undertaken for any family in receipt of PPG where the need arises.

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: £20,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure quality first teaching and high aspirations for all through ongoing training</p> <p>Quality first teaching training based on EEF '5 a day' principle for all staff</p>	<p>EEF 'Five a day' principle</p> <p>Principles of Instruction 2012 (Borak Rosenshine, 2012)</p> <p>Great teaching toolkit Evidence review 2020</p>	<p>1, 2, 3</p>
<p>Staff research group to study and deliver further training on metacognition and self-regulated learning</p>	<p>EEF Metacognition and self-regulation evidence review</p> <p>EEF metacognition toolkit</p>	<p>1, 2, 3</p>
<p>Virtual school Attachment and Trauma training delivered to all staff</p> <p>Mental Health Lead and team to attend regular training and disseminate to all staff</p> <p>Hertfordshire Therapeutic Thinking (formerly Steps) training for all (focussing on pro social behaviours)</p> <p>Focussed work on emotional resilience to be delivered through PHSE curriculum to all children.</p> <p>'Hub' and 'Vibe' staff to deliver training to whole staff to share best practice in supporting children's mental wellbeing</p>	<p>EEF Guide to improving Social and Emotional learning in Primary Schools</p> <p>EEF toolkit</p> <p>Social and emotional learning +4 months</p> <p>Hertfordshire Virtual School Attachment and Trauma toolkit</p> <p>Programmes to Practices-Identifying effective, evidence based social and emotional learning strategies for teachers and schools</p>	<p>1, 2, 3, 4</p>

	Mental Health First Aid toolkit – 7 C's	
Maths lead to investigate and action appropriate tailored programme/s for those children working significantly below Age Related Expectations	EEF Guide to supporting school planning	2, 3
144 recovery group for identified children	EEF Guide to Improving Mathematics in KS2 and 3	
Training to all teachers regarding 'Think back' introductions to ensure children are able to recall prior learning and make connections between aspects of maths	EEF Toolkit	
Introduction of 'rolling numbers' to ensure key facts are retained and committed to long term memory (Maths lead and Music lead)	Feedback +6 months	
Purchase new suite of PUMA and PIRA test materials to support summative assessment, alongside the use of Herts for Learning Essentials diagnostics assessments	DfE non statutory guidance in conjunction with the National Centre for Excellence	
Refresher training from HfL on the use of manipulatives in maths	OFSTED subject series report:Maths	
Phonics training from SPLD base	EEF The Guide to Pupil Premium	2, 3
English leads to attend HfL Reading Fluency project-A synopsis for KS1 and 2. Disseminate to staff.	EEF Guide to supporting school planning	
Word aware training to all staff by in house SEN specialist	EEF Toolkit Improving Literacy in KS2	
SEN specialist teacher to update training for Teaching Assistants	EEF Toolkit: Feedback +6 months	
SEN specialist teacher to invite individual parents in to observe sessions to further support their child's learning	Parental engagement +4 months	
	Reading Comprehension strategies +6 months	
	Phonics interventions +5 months	
	OFSTED research review series:English	
	Hertfordshire Reading fluency research project	

Introduction of Collett CAPPS assessment system to support next step planning for children working below Key Stage expectations. Training to be delivered by outreach teacher at Collett school	CAPPS Collett School Outreach team	2
Subject cluster meetings to be attended by all subject leads to share good practice	EEF Effective professional development guidance report	2, 3
Pupil Progress meetings held each term to identify children at risk of not making good progress. Interventions assigned as necessary. Subscription to Insight Tracking		1, 2, 3, 4, 5
Introduction of 4B's before me to ensure children are developing their independence and resilience in learning	EEF toolkit Metacognition and self-regulation +7 months	
Targeted marking and feedback. Targeted in class support from teacher and Teaching Assistants.	EEF toolkit Targeted marking and feedback +6 months Individualised instruction +4 months	
Purchase iPads and Laptops to enhance high quality teaching. Focussed training from Computing lead and INTERM	EEF 'Five a day' principle EEF Using digital technology to improve learning guidance report	
NPQ professional development opportunities 2 x NPQSL 2 x NPQH PPG Lead teacher to attend relevant training to keep abreast of all national and local updates (e.g. Virtual school training, EEF updates, Attachment and trauma, ePEP training) and disseminate to staff	EEF Effective professional development guidance report	1, 2, 3, 4, 5

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

Budgeted cost: £ 14,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 or small group tuition in English and/or Maths with a class teacher for children at risk of not making good progress or meeting ARE (Recovery and School Led tuition)	EEF The Guide to Pupil Premium Professor Barry Clarke-Recovery premium	2, 3, 4
Booster sessions for children in Year 3-6 focussing on identified priorities	EEF Guide to supporting school planning	
'Maths Club' for children in Year 6 for children at risk of not making good progress or meeting ARE	EEF toolkit:	
144 intervention group for children in Year 5 and 4 to ensure times tables are secure	1:1 tuition +5 months	
Echo reading groups across key stage to secure reading fluency for identified children	Phonics +5 months	
1:1 high priority readers to be supported by the school librarian	Reading comprehension strategies +6 months	
SEND teacher to work with children in receipt of PPG who have an identified SEN on an individualised programme for learning	Small group tuition +4 months	
TA's to observe and interact with specialist SEN teacher to develop their understanding of children's specific needs and the best way to support them	Oral language interventions +6 months	
Phonics intervention for Year 3 and 4 for those that did not pass their phonics screening in Year 2	HfL Reading Fluency project	
Bangla TA to provide 1:1 individual or in class support for identified children and liaise with their families	TA interventions +4 months	
Targeted in class support from Teacher and TA for identified pupils	OFSTED subject series report:Maths OFSTED research review series:English	

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

Budgeted cost: £13,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support: Introduce new SEND/Emotional wellbeing/behaviour support team 1:1 mentoring sessions for identified children to support emotional and social development</p>	<p>EEF Guide to improving Social and Emotional learning in Primary Schools</p>	<p>1, 2, 3, 4, 5</p>
<p>Pastoral support: Access to 'The Hub' (school's highly individualised nurture group) for a time limited intensive support programme. Nurture group run by Assistant Headteacher and senior TA Access to 'Vibe' to provide strategies to build resilience. Intervention run by specialist SEN teacher and Senior teacher.</p>	<p>EEF toolkit Social and emotional learning +4 months Metacognition and self-regulation +7 months Behaviour interventions +4 months</p>	
<p>Educational Mental Health Practitioner (MHST team) to work with identified families to develop strategies to support low-level anxiety and behavioural concerns. Parent workshops hosted by school 1:1 work with parents 'Brain buddies' delivered to targeted year groups</p>	<p>Arts participation +3 months Parental engagement +4 months</p>	
<p>Family support worker (VISTA) to work with identified families to support their wider needs</p>	<p>'Therapeutic Thinking (formally Steps) approach to behaviour management</p>	
<p>Refer individuals/families to the School Nurse team to support concerns around low level anxiety and behaviour concerns</p>	<p>MHST NHS funded provision</p>	
<p>DSPL7 referral for NESSIE to support emotional wellbeing</p>		
<p>Lego therapy training to school SEND/Pastoral team from SaLT team to support individual children</p>	<p>EEF Guide to working with parents to improve children's learning</p>	
<p>Introduction of a wellbeing council led by Senior member of staff</p>	<p>Parental voice outcomes</p>	
<p>Young Carers group Small group led by senior TA to support children in a dedicated time and space to make new friends and take a break from caring responsibilities</p>	<p>Sterling children's wellbeing</p>	

Extra-curricular club voucher entitling each child to one club free of charge per year	EEF toolkit: Physical activity +1 month	3, 4, 5
Homework club 2x week lead by a member of staff to assist those children who need extra support with their home learning	EEF toolkit: Feedback +6 months Homework +5 months Small group tuition + 4 months	2, 3
'Game On' sports ambassadors to receive training and lead weekly club to ensure that all children in receipt of PPG are developing key physical skills and working collaboratively	EEF toolkit: Physical activity +1 month Collaborative working + 5 months	1, 3
Funding to support extra-curricular enrichment opportunities e.g. Residential trip/swimming/cycling proficiency/peripatetic music lessons Continuation of free stationery packs for all children in receipt of PPG	EEF toolkit: Physical activity +1 month Arts participation +3 months	3, 4, 5
Support to improve attendance -thorough attendance monitoring of all pupils to identify any concerns about low or irregular attendance and punctuality -Daily attendance call from key staff to identified families at risk of poor attendance -regular informal communication on playground or phone calls with class teacher working closely with families to understand the barriers and challenges they face. -referral for FFA or other relevant agency support where appropriate -seek support from AAT AIO where required -ABC XYZ wrap around provision	EEF toolkit: Parental engagement +4 months DfE Working together to improve school attendance guidance EEF Working with parents to support children's learning guidance report	1, 2, 3, 4, 5

Total budgeted cost: £ 48,860

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

As part of our pupil premium strategy, we have ensured all children accessed high quality teaching by implementing relevant and timely CPD for staff. As part of this, all staff attended training on attachment and trauma to ensure our whole school community continues to deliver high quality, trauma informed practice. This training, along with our therapeutic approach embedded through Therapeutic Thinking training (previously Steps training) has underpinned the renewed behaviour policy.

The school has seen a marked increase in the number of children needing emotional and mental wellbeing support in the last academic year. In response to this, our Mental Health Leads have attended update training this year and have worked closely with the Mental Health in Schools Team (MHST). Our Education Mental Health Practitioner (EMHP) has continued to work with identified families and over the summer, increased their capacity for support in response to needs identified by the school e.g anxiety or transition. EMHP's support has included parent 'coffee and chat' sessions, which focus on a specific area identified by the school. They have also carried out 1:1 sessions with parents to support children with low-level anxiety or low-level behaviour concerns. The school has continued to run Vibe, which supports children with low-level anxiety concerns. Referrals have also been made to the school nurse team to support children and families with wellbeing concerns.

The school's ethos of the 'Virtual Queue' for children in receipt of the pupil premium grant runs through every aspect of school life. This means the pupils continue to have access to a vast range of extra-curricular, sporting and academic opportunities. No child in receipt of the Pupil Premium grant missed a school trip or activity due to financial difficulties. Grants were sought to help with the cost of the Year 6 residential trip. We offered a tailored alternative week in school during school journey for any child who chose to not to attend, ensuring they had a variety of experiences and opportunities.

Staff are clear in their knowledge of their class profile and the individual needs of children in receipt of PP. Pupil progress meetings took place throughout the course of the year, where every child in receipt of PP was discussed regardless of their progress. Subject leaders are aware of this group of children at school level and ensure they make progress in their subject. This is monitored through pupil voice, work scrutiny and assessment. Subject leaders aim to enrich the cultural capital of every child and in particular those who may not have had the same opportunities outside of school. An example of this is the whole school Arts Week. The Art lead set up two art exhibitions

in school, inviting members of the local school community to display a vast array of art work in various disciplines so that children had the experience of visiting an art gallery. Our music teacher identified children that had a natural flair and desire to learn a musical instrument and ensured they had free music lessons. In some cases, musical instruments have been sourced for children to take home as their own. All subject leads have attended regular subject cluster meetings with other St Albans schools, where best practice has been shared.

We have continued to issue extra-curricular club vouchers so that all children in receipt of PP have access to one paid club in the school year. This continues to be widely taken up.

Members of staff continue to be the champions of children in receipt of PP funding. This is at the very heart of the culture of the school. In response to the needs of our children, this year we have established an SEN/wellbeing team. These teaching assistants are non-class based and have dedicated time to focus on the implementation of interventions and wellbeing monitoring for identified children.

Over the course of the Year, 5 children in receipt of PP have attended the school's highly tailored nurture group, the Hub. Any children in receipt of PP who require support for low-level anxiety have attended the school's wellbeing intervention- Vibe. Boxall profiles and the Sterling Children's Wellbeing scale are completed before each term of intervention, and upon finishing. Whilst it needs to be remembered that the impact of these interventions may not be seen until further in the future, our data suggests that progress is made as a result of these interventions. Both pupil and parental voice also demonstrates the positive effect of both groups.

The school has worked alongside VISTA to ensure that families in need of a Families First Assessment are supported. We have a strong relationship with our family support worker and feedback from her demonstrates our commitment to working with families most in need. We also work closely with Children's Services where a child is in need of a social worker. We have strong feedback from this team which also exemplifies the level of interaction and support we have with the child in need and the service as a whole. These have also been echoed by parents themselves.

This year, maths subject leads have been developing the 'Think back' start to lessons and are ensuring it is embedded across the school. This aims to ensure maths learning is 'sticky' and pupils are able to recall prior learning. Maths coordinators have closely analysed the data from the Multiplication Check and have actioned interventions as a result. They have identified that children in receipt of PP require further support in this area. To ensure this: maths leads have set up an after school club for Year 5's who did not pass the multiplication check that will begin in the new school year. Using an internal system, they will re-test at the end of each term and continue to offer the club to those who need it. Additionally, Maths leads noticed a discrepancy in pupils who practiced 144 at home and those who did not. This particularly impacted those in

receipt of PP funding. In response, 144 grids will now be sent home as weekly homework in Years 3 and 4 to ensure that all children benefit from this additional practice. In Year 5, the maths leads have tweaked the 144 system so that those who have passed the check will now move from the 144 grid to weekly practice of arithmetic methods.

Maths leaders' action plan this year involves developing working walls, vocabulary and trialling HfL Essentials diagnostic tools as part of our assessment process.

Our SEN specialist teacher has delivered regular CPD for staff in order to upskill them so they are equipped to deliver interventions. TA's have had the opportunity to observe her sessions, as have parents. This ensures triangulation between home, classroom and the specialist sessions. Likewise, the SPLD base and Speech and Language Therapy team have delivered training for adults working with specific children in order to ensure they are able to provide the tailored support the pupils require. The impact of this CPD is evidenced in individual children's reports.

This year, the SEN teacher also ran a weekly phonics group for children who did not pass their phonics-screening test in Year 2. This included 2 children with PP funding. One child has increased their score from 26 to 33 on a phonics screening tool. Both pupils will continue to receive this support in Year 4, as will another child in receipt of PP funding.

Two members of staff have started National Professional Qualifications in Senior Leadership. This CPD adds to the high quality teaching children received. Additionally, our new to role SENCo has undertaken the National Award for SEN Coordination. A further two members of the staff will undertake an NPQH in the new academic year.

The school librarian reads weekly with children identified as high priority readers (of which all children in receipt of PPG are included). Year 3, 4 and 5 reading data shows that there has been an increase in the attainment of children in receipt of pupil premium when compared to KS1. Overall progress in these year groups is good.

Staff have continued to forge strong relationships with parents. All parents of children who are in receipt of PP attended parents evenings this year. We encourage parental engagement with the school community and value their involvement. Some examples to demonstrate this are; one parent is now employed as a class TA, another helps to run after school club, a third has assisted the Site Manager on various occasions and regularly came into school to access the internet to study for a maths award. We also have parents who volunteer to hear readers.

Across KS2, 27 children received 15 hours of tuition from a qualified teacher who currently teaches at our school. 14 children received tuition in English with a focus on reading fluency and comprehension. 13 children received tuition in maths.

SATS Data

SATS data (13 children eligible for PPG. 6 children with SEND. 6 children entered Year 3 achieving Pre-Key Stage standard.)

Key Stage 2 Pupil Premium SATS results 2022-2023 (validated ASP and Primary Assessment Profile)

Reading

	% ARE +	% HS/GDS	Progress score
Bernards Heath Junior School	38%	31%	0.96
St Albans	64%	21%	0.13
Hertfordshire	57%	16%	-0.99
National (non-disadvantaged)	60%	17%	-0.85 (0.43)

Writing

	% ARE +	% HS/GDS	Progress score
Bernards Heath Junior School	54%	8%	0.40
St Albans	54%	7%	-0.87
Hertfordshire	50%	5%	-1.77
National (non-disadvantaged)	58%	7%	-0.69 (0.36)

Maths

	% ARE +	% HS/GDS	Progress score
Bernards Heath Junior School	62%	8%	0.31
St Albans	57%	12%	-1.31
Hertfordshire	53%	10%	-1.81
National (non-disadvantaged)	59%	13%	-1.04 (0.51)

EGPS

	% ARE +	% HS/GDS	Progress score
Bernards Heath Junior School	62%	15%	-
St Albans	64%	18%	-
Hertfordshire	55%	16%	-
National	59%	18%	-

RWM

	% ARE +	% HS/GDS	Progress score
Bernards Heath Junior School	38%	8%	-
St Albans	39%	2%	-
Hertfordshire	36%	3%	-
National	44%	3%	-

Attendance

The overall attendance in 2022-23 for children in the receipt of PP funding by Year group was: Year 3 85%, Year 4 92%, Year 5 91% and Year 6 93%.

In order to support pupils to improve attendance, we made two Family First Assessment referrals to support the pupil and their family. We offered two children free places at our after school club so that their parents did not have to pick them up early when taking siblings to medical appointments/when attending appointments themselves. The school works tirelessly to ensure we build strong relationships with our families in receipt of PP funding so that we can work together to improve their child's attendance. This will continue to be a priority next year.

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 that are widely taken up 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.