



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 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	354
Proportion (%) of pupil premium eligible pupils	9%
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	December 2024
Date on which it will be reviewed	April 2025 December 2025
Statement authorised by	Darren Armoogum Headteacher
Pupil premium lead	Hayley Gilbert Assistant Headteacher
Governor / Trustee lead	Eleanor Mack PP lead governor Chair of Standards Curriculum

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£41,050 (including £2570 for 1 child PLAC)

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 or reside under a Kinship Care Order. 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 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 (<i>data updated annually to reflect the current cohort</i>)
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, 21 children in receipt of PPG have been identified as needing extra support with their social and/or emotional development. All 21 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 (based on Teacher Assessment provided by our linked Infants school)</p> <p>30% of children in receipt of PP achieved ARE in Reading. 24% of children in receipt of PP achieved ARE in Writing. 30% 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. (<i>It must be noted that it will not be possible to assess progress at the end of KS2 for the current Year 6 due to COVID</i>)</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 -6.2% (-3.7% adjusted data) for the academic year 2023-2024. 8 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 (monitored through internal tracking due to unavailability of progress data in the Year 2024-2025)</p> <p>Whilst initiative continues, 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 (monitored through internal tracking due to unavailability of progress data in the Year 2024-2025)</p> <p>Children in receipt of PP funding will make at least +0.5 progress in Reading, Writing and Maths (using in-house tracking systems)</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. Persistent absenteeism will decrease.</p>	<p>Attendance of individual PPG children will have improved from last year (90.4%/92.9% adjusted data) 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. For the academic year 2023-2024, 8 children were deemed persistent absentees. In the academic year 2024-25, persistent absenteeism will have reduced.</p>
<p>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.</p>	<p>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.</p>
<p>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).</p>	<p>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.</p>

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure quality first teaching and high aspirations for all through ongoing training and specialist training from HfL	EEF 'Five a day' principle	1, 2, 3
Quality first teaching training based on EEF '5 a day' principle for all staff	Principles of Instruction 2012 (Borak Rosenshine, 2012)	
School review of the Marking and Feedback policy	Great teaching toolkit Evidence review 2020	
Embed new Assistant Headteacher role to further develop and enhance the curriculum, ensuring every subjects curriculum plans are setting out the progression of knowledge and skills in enough detail	EEF toolkit Targeted marking and feedback +6 months	
Virtual school Attachment and Trauma training delivered to all staff	EEF Guide to improving Social and Emotional learning in Primary Schools	1, 2, 3, 4
Specialist training in Attachment and Trauma delivered by Chrissy Lea with a focus on restorative de briefs	EEF toolkit	
Mental Health Lead and team to attend regular training and disseminate to all staff	Social and emotional learning +4 months	
Additional teacher added to Mental Health team to enhance provision	Hertfordshire Virtual School Attachment and Trauma toolkit	
Hertfordshire Therapeutic Thinking (formerly Steps) training for all (focussing on pro social behaviours)	Programmes to Practices-Identifying effective, evidence based social and emotional learning	
Pastoral HLTA to take lead in planning and delivery of the Hub		
'Hub' and 'Vibe' staff to continue to deliver training to whole staff to share best practice in supporting children's mental well-being		

EMHP to deliver training to staff 'developing emotional resilience'	strategies for teachers and schools Mental Health First Aid toolkit – 7 C's	
Maths lead to monitor the implemented tailored programme/s for those children working significantly below Age Related Expectations alongside SENCO	EEF Guide to supporting school planning	2, 3
144 recovery group for identified children to continue. Continue to develop the suite of resources. Maths subject lead has created for use across all classes.	EEF Guide to Improving Mathematics in KS2 and 3	
Expansion of 'rolling numbers' to ensure key facts are retained and committed to long term memory (Maths lead and Music lead). To become embedded within year group timetables	EEF Toolkit Feedback +6 months	
Subscription to Insight Tracking	DfE non statutory guidance in conjunction with the National Centre for Excellence OFSTED subject series report:Maths	
Specialist SEN teacher to provide training on strategies to support children's literacy skills (e.g. Word aware)	EEF The Guide to Pupil Premium	2, 3
SEN specialist teacher to update training for Teaching Assistants	EEF Guide to supporting school planning	
SEN specialist teacher to build upon the success of parental invites and observations of strategies employed during sessions	EEF Toolkit Improving Literacy in KS2 EEF Toolkit: Feedback +6 months Parental engagement +4 months Reading Comprehension strategies +6 months Phonics interventions +5 months	

	OFSTED research review series:English Hertfordshire Reading fluency research project	
Collett CAPPs assessment system to support next step planning for identified children working below Key Stage expectations.	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.		1, 2, 3, 4, 5
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	2
NPQ professional development opportunities 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 Attend PPG cluster to share good practice	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: £ 13,700

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	EEF The Guide to Pupil Premium	2, 3, 4
Booster sessions for children in Year 3-6 focussing on identified priorities provided by HLTA/TA	Professor Barry Clarke-Recovery premium	
Continuation of 'Maths Club' for children in Year 6 for children at risk of not making good progress or meeting ARE. To extend into Year 5.	EEF Guide to supporting school planning	
144 intervention group for children in Year 5 and 4 to ensure times tables are secure	EEF toolkit: 1:1 tuition +5 months	
Revisit Echo reading training for new members of staff.	Phonics +5 months	
1:1 high priority readers to continue to be supported by the school librarian	Reading comprehension strategies +6 months	
SEND teacher to continue to work with children in receipt of PPG who have an identified SEN on an individualised programme for learning	Small group tuition +4 months	
Small group Maths tuition led by HLTA to increase progress	Oral language interventions +6 months	
Continuation of Phonics intervention for Year 3 and 4 for those that did not pass their phonics screening in Year 2	HfL Reading Fluency project	
Targeted in class support from Teacher and TA for identified pupils	TA interventions +4 months OFSTED subject series report:Maths OFSTED research review series:English	

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

Budgeted cost: £8100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support: Retain SEND/Pastoral team	EEF Guide to improving Social and Emotional learning in Primary Schools	1, 2, 3, 4, 5
1:1 mentoring sessions for identified children to support emotional and social development	EEF toolkit	
Invest in training HLTA to become an ELSA. This will enhance the provision for developing children's emotional literacy and agency through the delivery of individualised support programmes to meet the emotional needs of the children in the school	Social and emotional learning +4 months Metacognition and self-regulation +7 months	
Pastoral support: Access to 'The Hub' (school's highly individualised nurture group) for a time limited intensive support programme. Nurture group run by ELSA trained HLTA and senior TA. Access to 'Vibe' to provide strategies to build resilience. Intervention run by specialist SEN teacher and Senior teacher.	Behaviour interventions +4 months Arts participation +3 months Parental engagement +4 months	
Educational Mental Health Practitioner (MHST team) to continue 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	'Therapeutic Thinking (formally Steps) approach to behaviour management MHST NHS funded provision	
Family support worker (VISTA) to work with identified families to support their wider needs	EEF Guide to working with parents to improve children's learning	
Refer individuals/families to the School Nurse team to support concerns around low level anxiety and behaviour concerns	Parental voice outcomes	
DSPL7 referral for NESSIE to support emotional wellbeing	Sterling children's wellbeing	
Review of wellbeing council and impact 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		
Retain 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. To be overseen by Sports TA.	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 (Pastoral HLTA/SLT) to identified families at risk of poor attendance -regular informal communication on playground or phone calls with class teacher/Pastoral HLTA working closely with families to understand the barriers and challenges they face. -referral for FFA or other relevant agency support where appropriate	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

<p>-seek support from AAT AIO where required -in some cases, we may be able to offer ad hoc ABC XYZ wrap around provision</p>		
<p>Open school 'Multi Bank' on school grounds to ensure families have access to basic necessities free of charge</p>	<p>EEF Parental engagement +4 months Feedback from families in the school</p>	

Total budgeted cost: £ 42,900

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

All children have accessed high quality teaching through implementation of relevant and timely CPD for staff, including training on attachment and trauma, developing working walls in Mathematics, Echo reading, mental health and wellbeing, adaptations to support children with SEND.

We have continued to see a sharp rise in the number of children needing emotional and mental wellbeing support, including those with EBSNA. We have continued to work very closely with our Education Mental Health Practitioner, School Family worker and specialist external agencies to ensure early identification of children and families that need extra support. Mental Health Leads have attended relevant cluster meetings. We have continued to embed the SEN/Pastoral HLTA, refining their roles to ensure that wellbeing support and mentoring is available for any child that needs it. To further enhance the knowledge of our Pastoral HLTA, we have decided to undertake the training to accredit her as an ELSA. This will be overseen by the Senior Assistant Headteacher.

All Subject Leads have attended local subject clusters to enhance and share good practice.

The English leads attended the HfL Reading Fluency project-A synopsis for KS1 and 2. This was disseminated to staff through staff meetings, colleague observations and 1:1 training.

Two members of staff successfully passed the NPQSL this academic year, enhancing their practice in the classroom and wider school responsibilities. Two more members of staff are currently undertaking the NPQH award.

Intended outcome	Success criteria	Impact
Individual social and emotional needs are met through the employment of the wider strategies detailed later in this strategy,	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	7/8 children attending Hub this year are in receipt of PPG. Boxall profiling and recommendations from the lead teacher suggest that 4/7 are ready to leave this intervention. The remaining 3 have made good progress, but due to the highly individualised nature of this intervention,

<p>such as Hub and Vibe, mentoring and counselling. Children are on track to make good or better progress in all areas of the curriculum. Children with SEND access the curriculum through clear adaptations.</p>	<p>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><i>Children have been referred for the following reasons;</i></p> <ul style="list-style-type: none"> • <i>Lacking confidence</i> • <i>Lack of self esteem</i> • <i>Low levels worries</i> • <i>Anxiety</i> • <i>Home issues</i> • <i>Developing and sustaining friendships</i> • <i>Needing to control anger</i> • <i>Verge EBSNA</i> • <i>Behaviour</i> • <i>Emotional resilience</i> <p><i>Each child receives 1 x 45 minutes session a week. There are also daily check in sessions.</i></p> <p><i>Mentor has received training on Therapeutic Thinking, Safeguarding updates, Welbeing briefings, UCAN2, Brick therapy, EBSNA.</i></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</p>	<p>require an extra term to cement this progress.</p> <p>1 child in receipt of PPG attended Vibe this academic year. The Sterling Children's Wellbeing scale showed an increase of +9 points progress. Both pupil and parental voice identified the noticeable improvement in the management of feelings and positive effect on their self-confidence.</p> <p>5/10 children receiving mentoring from our Pastoral HLTA are in receipt of PPG. 6/10 children receiving 'check in' sessions are in receipt of PPG. Pupil voice has indicated that children feel that these sessions help them deal with how they are feeling, helps them to feel confident, helps them to feel that they have someone who will listen to them, helps to take the worries off of their shoulders.</p> <p>The development of the Pastoral TA has led to a further increase in parental involvement. She attends meetings where appropriate and makes regular contact with families who may need extra support regarding attendance, wellbeing and welfare.</p> <p>OFSTED (Dec 2023) stated 'pupils thrive at this purposeful, happy and nurturing school. They know that the staff care deeply about their welfare'. 'Adults provide effective support for pupil's social and emotional needs'.</p> <p>Specialist training delivered by Chrissy Lea Consultancy 11/09/2024.</p>
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	<p>engage with the curriculum.</p> <p>All staff have attended Therapeutic thinking (previously Steps training) and follow the schools behaviour policy.</p>	<p>Attachment and Trauma update through Therapeutic Thinking 02/11/2024</p> <p>Therapeutic Thinking training delivered 02/11/2024</p> <p>Senior Assistant Headteacher attended Therapeutic Thinking Tutor Training. Accredited 17/10/2024. There are now three accredited tutors in school.</p>
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<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. 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><i>Unable to comment due to small cohort of 3 children in receipt of PPG</i></p> <p>All PP children will make good or better progress in Reading, Writing and Maths.</p> <p><i>With the exception of maths in Year 3, the cohort of children in receipt of PPG made good or better progress</i></p> <p>In 2023-2024, children in receipt of PP funding will make at least +0.5 progress in</p>	Attainment and Progress (Summer term data)						
		KS1 v KS2 End of year data (Pupils in Year 3, who are disadvantaged)						
		5 pupils	Y2		Y3			
			Summer		Summer			
			% pupils Expected or higher	% pupils Above	% pupils Expected or higher	% pupils Above	Average progress from Y2 Summer	Average progress non disadvantaged
		Reading	0%	0%	40%	0%	+0.5	+0.1
		Writing	20%	0%	20%	0%	0	0
		Maths	20%	0%	20%	20%	-0.3	+0.1
		KS1 v KS2 End of year data (Pupils in Year 4, who are disadvantaged)						
		9 pupils	Y2		Y4			
	Summer		Summer					
	% pupils Expected or higher	% pupils Above	% pupils Expected or higher	% pupils Above	Average progress from Y2 Summer	Average progress non disadvantaged		
Reading	44%	0%	44%	33%	+0.1	+0.1		
Writing	33%	11%	56%	11%	+0.3	+0.2		
Maths	33%	0%	67%	22%	+0.4	+0.3		

<p>Reading, Writing and Maths.</p> <p><i>This was an extremely aspirational target, which we will continue to have in place for the next academic year. Impact data does show that the cohort of children in receipt of PPG have made accelerated progress in Reading (Yr 3 and 5), Writing (Yr 4 and 5) and Maths (Yr 4 and 5) when compared to the non-disadvantaged cohort</i></p>	<p>KS1 v KS2 End of year data (Pupils in Year 5, who are disadvantaged)</p>						
	11 pupils	Y2		Y5			
		Summer		Summer			
		% pupils Expected or higher	% pupils Above	% pupils Expected or higher	% pupils Above	Average progress from Y2 Summer	Average progress non disadvantaged
	Reading	18%	0%	36%	0%	+0.3	-0.1
	Writing	9%	0%	36%	0%	+0.3	+0.1
	Maths	27%	0%	45%	18%	+0.5	+0.4
	<p>KS1 v KS2 SATS (Pupils in Year 6, who are disadvantaged)</p>						
	3 pupils	Y2		Y6			
		Summer		Summer			
		% pupils Expected or higher	% pupils Above	% pupils Expected or higher	% pupils Above	Average progress from Y2 Summer	Average progress non disadvantaged
	Reading	33%	0%	67%	33%	Progress data unavailable due to COVID	
	Writing	33%	0%	67%	0%		
	Maths	33%	0%	33%	0%		
<p><i>(1 child has an EHCP and did not sit SATS as they were working below the level of the test. 1 child joined us mid year 5 and had been home schooled for a period of time prior to joining us. Both children who sat SATs received access arrangements consisting of 25% extra time, due to their individual learning needs)</i></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. 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><i>Attendance has improved from the previous year. However, the in school gap still remains at 3.7% (with two children removed) and will remain a focus next academic year. We have developed the Pastoral team to include a Pastoral HLTA who has undertaken mentoring sessions with a number of children in receipt of PPG. This had a significant impact on the attendance of children who had been previously identified from 2022-2023 as having poor attendance. 8/8 children who received mentoring improved their attendance.</i></p> <p><i>A TAF has been in place for 3 children this year to also support attendance.</i></p> <p>Reduce the number of persistent absenteeism among children in receipt of PPG by the end of the school year. For the academic year</p>	<p>Attendance data (01/09/2023-23/07/2024) <i>(1 child is on a flexi timetable due to significant medical needs. 1 child on roll, but has been placed out of county)</i></p> <table border="1" data-bbox="743 250 1342 804"> <thead> <tr> <th></th> <th>Attendance %</th> <th>Attendance % with 2 children removed</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged pupils</td> <td>90.4</td> <td>92.9</td> </tr> <tr> <td>Non disadvantaged pupils</td> <td>96.6</td> <td>96.6</td> </tr> <tr> <td>National (Non disadvantaged)</td> <td>94.5</td> <td>94.5</td> </tr> <tr> <td>Local Authority (Non disadvantaged)</td> <td>94.6</td> <td>94.6</td> </tr> </tbody> </table> <p>301 days were missed due to illness (main cause of absence) 8.5% of absences were authorised 1.1% of absences were unauthorised On 97 occasions, children were late before the register closed. Punctuality will feature in next years strategy.</p>		Attendance %	Attendance % with 2 children removed	Disadvantaged pupils	90.4	92.9	Non disadvantaged pupils	96.6	96.6	National (Non disadvantaged)	94.5	94.5	Local Authority (Non disadvantaged)	94.6	94.6
	Attendance %	Attendance % with 2 children removed															
Disadvantaged pupils	90.4	92.9															
Non disadvantaged pupils	96.6	96.6															
National (Non disadvantaged)	94.5	94.5															
Local Authority (Non disadvantaged)	94.6	94.6															

	<p>2022-2023, 10 children were deemed persistent absentees. In the academic year 2023-24, persistent absenteeism will have reduced to -2 or better.</p> <p><i>8 pupils were deemed to be persistently absent in the year 2023-2024.</i></p>	
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<p>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.</p>	<p>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.</p>	<p>All children who are in receipt of PPG have attended all school day visits, swimming and cycling proficiency (year group dependent)</p> <p>23 children accessed school funding to support them access extracurricular activities and wider school experiences.</p> <p>2/3 Year 6 children attended school journey. School sourced grants to support both families and a further discount was available through a generous donation from a parent. 1/3 children specifically requested not to attend school journey for personal reasons.</p> <p>3 children have accessed fully funded peripatetic music lessons.</p> <p>5 free spaces were awarded to children in receipt of PPG for holiday club run by APEX.</p>
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<p>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).</p>	<p>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.</p>	<p>All children in receipt of PPG have received holiday supermarket vouchers for every half term and term end break. Two children have accessed wrap around provision to support the families when attending medical appointments. Grants have been secured towards Year 6 residential trip for 4 children in receipt of PPG to significantly lower the cost to an affordable rate for the family. School uniform has been regularly supplied to numerous families to reduce cost to the family. School 'hampers' have been donated to two families in need at Christmas, including gifts and toiletries. Family support worker has supported 1 family (2 children) this academic year. Food bank vouchers have supported 2 families to access groceries and toiletries. Senior Assistant Headteacher and Pastoral HLTA attended a community event hosted by St Albans foodbank and Citizens Advice to exploit networking opportunities and have offered support from BHJS in upcoming events and research into household poverty. 1 family was supported to complete their secondary school application to the Local Authority</p>
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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.

Dedicated SEN/Pastoral HLTA team-This team supports children, their families and staff. They carry out roles such as mentoring, brick therapy, attendance monitoring, supporting colleagues with specialist advice and practical strategies, liaison with families to further enhance parental involvement.

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.