

# Pupil premium strategy statement: Jennett's Park CE Primary School

1. Summary information					
School	Jennett's Park CE Primary School				
Academic Year	18/19	Total PP budget	£64680	Date of most recent PP Review	18/7/17 EN 15/3/17 JL
Total number of pupils	452	Number of pupils eligible for PP	49- 10.8%	Date for next internal review of this strategy	September 2019

2. Barriers to future attainment (identified Autumn 2018)	
<i>Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.</i>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)</i>	
A	Core skills (word reading, reading comprehension and writing skills) have, in previous years been lower for pupils eligible for PPG than for those not eligible or PPG.
B	More able PPG children do not always fulfil their potential with less PPG pupils reaching GDS than national.
C	Early language and communication development shows gaps for PPG children, causing problems in literacy in future years.
D	Vocabulary of children receiving the PPG funding is smaller in both reading tasks and in writing when compared to non-PPG children.
E	Social and emotional resilience of many pupils eligible for PPG affects learning, relationships and wellbeing
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
F	A number of our PPG children and families require emotional support to build self-esteem, support through times of stress and raise confidence in social situations.
G	Minimal home support from families and fragile links between home and school, for some affects attainment and progress.
H	Attendance is low for some PPG students

3. Intended Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils eligible for PPG to make as much or more progress than non-PPG peers and attain at least ARE in core subjects.	We will achieve this by providing - Focussed teacher/LSA support in lesson time

	This will be measured through book scans, teacher assessment data, standardised testing and information from pupil progress meetings.	<ul style="list-style-type: none"> <li>- High-quality feedback for PPG children both verbal and written during lessons</li> <li>- CPD for staff in key areas affecting PPG learners</li> <li>- Targeted, monitored interventions</li> <li>- All PPG children to have access to subsidised trips on request</li> </ul>
<b>B.</b>	<p>Progress for high achieving PPG is currently not high enough for all and less PPG pupils read Greater Depth than national. We aim to increase this opportunity to allow for more PPG learners to achieve higher grades in line with their non-PPG peers.</p> <p>This will be measured through book scans, attainment and progress data and information from pupil progress meetings.</p>	<p>We will achieve this by providing</p> <ul style="list-style-type: none"> <li>- Focussed LSA/teacher time to extend and challenge learners</li> <li>- Access to educational clubs</li> <li>- CPD for staff in key areas affecting PPG learners</li> <li>- Direction for parents on suitable home learning resources to purchase through their Personal Enrichment Fund (PEF)</li> <li>- Access to extra-curricular clubs, sports tournaments and enrichment activities.</li> </ul>
<b>C.</b>	<p>Communication and language skills through Nursery and Reception will be supported and areas to develop identified and addressed through early intervention.</p> <p>This will be measured through attainment and progress data and information from pupil progress meetings.</p>	<p>We will achieve this by providing</p> <ul style="list-style-type: none"> <li>- Focussed language and communication support for children and families</li> <li>- Interventions from trained staff alongside our speech and language therapist</li> <li>- Links to Bracknell Forest agencies</li> <li>- Additional phonics and reading support</li> <li>- Parent phonics and reading sessions</li> </ul>
<b>D.</b>	<p>Progress in vocabulary and oracy across older years will improve to allow for greater access to higher levels of literacy.</p> <p>This will be measured through book scans, attainment and progress data and information from pupil progress meetings.</p>	<p>We will achieve this by providing</p> <ul style="list-style-type: none"> <li>- Focussed reading support with a focus on vocabulary</li> <li>- Interventions from trained staff</li> <li>- Training for staff on vocabulary and oracy through involvement in the Voice21 programme</li> <li>- Offering a wide range of reading and texts in our curriculum for exposure to and discussion of words.</li> </ul>
<b>E.</b>	<p>Pupils eligible for PPG to develop emotional resilience and social skills.</p> <p>This will be measured through attendance, performance in class and attitude to learning. This may include pupil voice and teacher assessment.</p>	<p>We will achieve this by providing</p> <ul style="list-style-type: none"> <li>- Access to emotional support through ELSA regular and responsive ELSA sessions</li> <li>- Access and signposting to groups and support through our Family Support Worker.</li> </ul>
<b>F.</b>	<p>Our families will feel supported by the school and wellbeing for the children in improved.</p>	<p>We will achieve this by providing</p> <ul style="list-style-type: none"> <li>- Timely reminders for attendance at upcoming events</li> </ul>

	We will measure this through parent surveys, feedback from parent learning sessions, parent focus group and feedback from staff involved with the child's school day.	<ul style="list-style-type: none"> <li>- Family Support Worker access for families</li> <li>- Parenting workshops and focussed support</li> <li>- CPD for staff to support pupils and their families.</li> </ul>
<b>G.</b>	<p>We will build strong relationships with families who may otherwise not access school provision. Parents, carers and children will feel supported and confident to approach school staff for support.</p> <p>We will measure this through parent surveys, feedback from parent learning sessions, parent focus group and feedback from staff involved with our families.</p>	<p>We will achieve this by providing</p> <ul style="list-style-type: none"> <li>- Coffee morning sessions with various members of the school team</li> <li>- Family Support Worker access at key times across the school day</li> <li>- Open communication through Marvellous me and sQuid emails</li> <li>- Learning sessions encouraging parents and children to learn together in school</li> <li>- Timely reminders for upcoming events</li> </ul>
<b>H.</b>	<p>Attendance will be in line with, or above our school target.</p> <p>This will be measured through attendance registers and EWO/Attendance network meetings.</p>	<p>We will achieve this by providing</p> <ul style="list-style-type: none"> <li>- Personalised support and information to those with low attendance</li> <li>- Regular contact through our FSW of families with low attendance for monitoring and support</li> </ul>

INSERT GRAPHS/TABLES OF THIS YEAR'S ATTAINMENT/PROGRESS PPG VS NON-PPG

Reviewed expenditure			
Academic year	2018-19		
The three headings below enable schools to demonstrate how they used the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.			
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Impact	Lessons learned
<p>A. Pupils eligible for PPG to make as much or more progress than non-PPG peers and attain at least ARE in core subjects.</p> <p>B. Increased opportunity to allow for more PPG learners to achieve higher grades in line with their non-PPG peers.</p>	<p>Focussed LSA/Teacher support during core lessons</p>	<ul style="list-style-type: none"> <li>Teachers and TAs aware of specific targets for pupils and support in classes are tailored towards this.</li> <li>Small group guided sessions within lessons (Peel away groups) allow for misconceptions to be addressed straight away, whilst allowing higher achieving children to tackle work of a greater challenge</li> <li>Regular time for 1:1 reading has increased the skills and confidence of pupils, allowing them to be more confident to complete reading tasks independently within the classroom</li> <li>Targets reviewed with SENDCo – discussions about progress and further support to put in place to allow these groups of pupils to achieve</li> <li>Support staff are aware of their roles within the class and how best to support pupils within these groups</li> <li>Frequent Pupil Progress Meetings has allowed teachers to use data accurately to identify pupils' learning needs, review progress and address underperformance quickly</li> </ul>	<p>Classroom support from LSAs, when well-planned and directed by the teacher allows effective support for learners.</p> <p>Continue this approach, to improve impact</p> <ul style="list-style-type: none"> <li>All staff to build skills in verbal feedback for maximum impact on progress and learning</li> <li>Staff to share successful approaches to deploy adult support in class with others to develop best practice across the school.</li> </ul>
	<p>Year 5 split into 3 smaller classes for literacy sessions daily</p>	<ul style="list-style-type: none"> <li>This year group responded well to smaller teaching groups, in which they received more personalised support and each individual had a greater role to play in smaller</li> </ul>	<ul style="list-style-type: none"> <li>This approach boosted confidence and children reported feeling more valued in a smaller class</li> </ul>

		<p>class discussions with a focus on text responses, vocabulary and generating writing ideas.</p> <ul style="list-style-type: none"> <li>• A number of reluctant writers now write more than page in long writing tasks with confidence.</li> <li>• Confidence within the writing of pupils in this year group has grown and can be seen in the work produced in variety of lessons. Writing is more independent, writing at length is more frequent and children engage with writing in a more imaginative, personal way than previously evidenced in books.</li> </ul>	<ul style="list-style-type: none"> <li>• The smaller classes allowed for increased participation for all in class discussions to respond to texts and generate vocabulary and ideas was popular with the children. This was evident through children’s comments and the increased confidence to start writing tasks. <ul style="list-style-type: none"> <li>☺ “In writing now, we have more time to talk our ideas through so I know what to write when it’s time to get started!” - Year 5 boy</li> </ul> </li> </ul> <p>Continue this approach as the children in this year group move to year 6.</p>
<p>C. Communication and language skills through Nursery and Reception will be supported and areas to develop identified and addressed through early intervention.</p> <p>D. Progress in vocabulary and Oracy across older years will improve to allow for greater access to</p>	<p>Voice 21 vocabulary training/project</p> <p>ELKLAN training for EYFS staff</p> <p>Increased number of sessions with Speech and Language therapist for EYFS/KS1 staff</p>	<p>ELKLAN training and SALT interventions have allowed progress on Communication and Language in EYFS effectively.</p>	<ul style="list-style-type: none"> <li>• The Oracy project this year has been small scale, focusing mostly on one year group with a high number of PPG and low vocabulary levels, identified through reading and writing assessments. This approach has allowed the Oracy lead to trial approaches and consolidate own professional development before rolling out the Oracy framework across the school.</li> <li>• Voice 21 Oracy project to be continued next year with a greater number of teachers to attend training sessions and complete impact projects.</li> <li>• Three trained members will then disseminate learning from this approach to enhance Oracy across the school</li> <li>• ELKLAN trained staff member to remain in EYFS to allow for early intervention with our youngest learners to address weaknesses in Communication and Language as they are identified.</li> </ul>

higher levels of literacy.			
<p>A. Pupils eligible for PPG to make as much or more progress than non-PPG peers and attain at least ARE in core subjects.</p> <p>B. Increased opportunity to allow for more PPG learners to achieve higher grades in line with their non-PPG peers.</p>	Teacher lesson study – focussed on disadvantaged writers	<p>No. Of PPG writers on track for writing</p> <p>No. Of PPG writers on track for GDS</p>	<ul style="list-style-type: none"> <li>• Not all teachers have embraced this self-led approach to CPD. This may be due to the high amount and range of training available to staff this academic year. With less new approaches introduced; this approach is likely to be more successful.</li> <li>• Whole school training with literacy shed has had a greater impact on writing across the school.</li> </ul>
<p>A. Pupils eligible for PPG to make as much or more progress than non-PPG peers and attain at least ARE in core subjects.</p> <p>B. Increased opportunity to allow for more PPG learners to achieve higher grades in line with their non-PPG peers.</p>	Mathletics and Spellodrome subscription for all	<p>Engagement numbers from the programme was poor. Children’s comments about approach was that they did not like Mathletics</p> <p>1:1 time/intervention time for PPG learners was difficult to sustain</p>	<ul style="list-style-type: none"> <li>• Lower engagement in spellodrome and spelling results in school have been positive using NFER tests for SS this year. SPAG attainment across the school is usually high, No Nonsense spelling approach may be enough.</li> <li>• Spellodrome could be switched for a reading subscription instead? Accelerated reader = 5mths progress for PPG, 3mths progress for non-PPG. Costs?</li> </ul>

			<b>Total budgeted cost</b>	£65000
<b>Targeted support</b>				
Desired outcome	Chosen action / approach	Impact	Lessons learned	
E. Pupils eligible for PPG to develop emotional resilience and social skills.	Two members of staff trained to carry out Emotional Literacy Support Assistant sessions	<p>The children receiving time with our welfare team members are now more willing to open up about why they may not be able to engage in learning. This has helped us to support them through tough times and teach strategies for anger management, emotion recognition and social skills with peers. This has led to lower numbers of behaviour incidents reported for individuals involved.</p> <p>Parent feedback on their child receiving regular sessions with our creative therapist  “(My child) is now much more confident to speak about his day with me when he gets home. He loves his sessions with Mr Thompson and it seems to have helped him make progress with learning in class.”</p>	<p>The welfare team has grown and changed throughout the year due to staff movement. We now employ a full-time creative therapist alongside our part time ELSA.</p> <p>The school Family Support Worker has stepped back from regular ELSA sessions, focusing more on responsive emotional support as discussed with families she is working alongside.</p>	
A. Pupils eligible for PPG to make as much or more progress than non-PPG peers and attain at least ARE in core subjects.	<p>ABC to read volunteer reading sessions.</p> <p>1 Volunteer will spend 1hr with 3 children in a 1:1 session each week.</p>	<p>The children love their sessions with our 1:1 ABC volunteer and have built a great relationship with her, based around reading. Before attending the sessions, 1 child in particular, was a reluctant reader, however he now looks forward to his sessions and often asks when the next one will be and shows a new love for reading.</p> <p>Feedback on child 1’s reading from the sessions “Reading more fluently, rarely struggles with vocabulary and has improved expression.”</p> <p>Teacher feedback – “Child A has had ABC to read for the entire year and has really flourished when it comes to reading aloud. He has also shown more interest in books and made more mature choices in his reading books. His autumn reading score was 72, raising to 75 at Easter, however he scored 89 in his summer reading test - a brilliant achievement.</p>	<p>Unfortunately our regular volunteer is leaving at the end of the year.</p> <p>We will seek a replacement through the ABC to read scheme, due to its success for those individuals who have accessed the service.</p>	

<p>E. Pupils eligible for PPG to develop emotional resilience and social skills.</p>	<p>Weekly art therapy sessions</p>	<p>When asked about their support this year, the children said</p> <p>Child A - Art therapy has helped me calm down and I have been calmer since. It has made me feel good and happy. I really enjoyed going to the sessions.</p> <p>Child B- Art therapy has been fun and relaxing. When I come back to class, I have nothing to worry about. I feel happy from my sessions.</p>	<p>We were lucky enough to be offered a final year student to complete sessions at no cost while training was completed. This began part way through the year and was invaluable to target extra children needing emotional support.</p> <p>These sessions will be reduced next year due to the employment of our own creative therapist. We will continue outside art therapy for our LAC children.</p>
<p>A. Pupils eligible for PPG to make as much or more progress than non-PPG peers and attain at least ARE in core subjects.</p> <p>B. Increased opportunity to allow for more PPG learners to achieve higher grades in line with their non-PPG peers.</p>	<p>1:1/Small group tuition</p> <p>Pre-teaching booster groups for UKS2 after school</p>	<p>Chn invited to groups</p> <p>Year 5 EOY results-r/w/ maths separately 1/13 meeting expectations. 0 combined</p> <p>Year 6 EOY results 6/14 writing 6/14 maths and 6/14 reading</p>	<p>Pre teaching sessions after school remained effective this year.</p> <p>Some members of this cohort of UKS2 were less motivated to stay at school for the extra sessions at school in comparison to the previous year. Attendance was arranged through invitation only to target particular learners, however attendance (due to after school time) was voluntary)</p> <p>Of those who attended, positive feedback and results have been seen.</p>
<p>A. Pupils eligible for PPG to make as much or more progress than non-PPG peers and attain at least ARE in core subjects.</p> <p>D. Progress in vocabulary and oracy across</p>	<p>Assessment of needs addressed through specific LSA led interventions</p>	<p>Interventions run successfully this year include</p> <ul style="list-style-type: none"> <li>- Precision teaching</li> <li>- Reading rockets</li> <li>- Words First</li> <li>- Better Reading Partnership</li> <li>- Toe by toe</li> </ul> <p>As well as teacher planned 'booster' sessions to fill gaps in knowledge and address misconceptions as they arise.</p> <p>Interventions have been tracked and alterations made as needed with a clear focus on progress.</p>	<p>Interventions are most effective when well-planned and tracked closely for impact.</p> <p>Next year we have an educational psychologist visiting once a week to support teachers, LSAs and SENDCos in their role helping children close the gaps. This will support them to make timely decisions about the impact of interventions offered.</p>

<p>older years will improve to allow for greater access to higher levels of literacy.</p>		<table border="1"> <thead> <tr> <th>Child A</th> <th>Before intervention</th> <th>After intervention</th> </tr> </thead> <tbody> <tr> <td>Book band</td> <td>Pink/level 1</td> <td>Orange/level 6</td> </tr> <tr> <td>Chron age</td> <td>5y 10m</td> <td>6y 1 m</td> </tr> <tr> <td>Word reading age</td> <td>5y 7 m</td> <td>6y 7m</td> </tr> <tr> <td>Writing vocabulary</td> <td>9 words</td> <td>30 words</td> </tr> </tbody> </table>	Child A	Before intervention	After intervention	Book band	Pink/level 1	Orange/level 6	Chron age	5y 10m	6y 1 m	Word reading age	5y 7 m	6y 7m	Writing vocabulary	9 words	30 words	
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<p>F. Our families will feel supported by the school and wellbeing for the children in improved. G. We will build strong relationships with families who may otherwise not access school provision. Parents, carers and children will feel supported and confident to approach school staff for support</p>	<p>Homework and basic skills club run by FSW  Learning sessions for children and adults together to focus on maths, phonics etc..</p>	<p>Learning sessions for parents were run this year by our FSW and the adult learning team. The sessions provided were: Time to Read (year R) Spelling, Punctuation and Grammar (Year 4) Maths (Year 4) Making Writing Fun (year R) Counting and early calculation skills (Year 2) Story writing (Year 1) Make your own maths game (year 1) Story writing (year 2) Spelling, Punctuation and Grammar – prefixes (Year 3) Calculation skills – division (year 3)</p> <p>They were well attended by our families, with the most popular session, ‘Time to Read’ with Reception families. This was attended by 36 adults in total.</p> <p>Some feedback from parents attending the sessions across the school included..... “It was great to spend time with my grandson and find out about how he is learning writing” “I learnt new ways of helping my little one to count” “I enjoyed the 1:1 time with my daughter” “Very informative (useful for new parents) and beautiful support”</p>	<p>FSW found that Homework club was not being well attended by those invited and there was not as much impact on learning as intended. Therefore we ceased these sessions to instead focus on running parent sessions.</p> <p>Learning sessions for adults and children together were very popular and are being arranged for next year to continue with their successes. New sessions in addition to those run this year next year include a focus on transition for year 6 parents and dealing with stress for our older learners.</p>															
<b>Other approaches</b>																		
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact</b>	<b>Lessons learned</b>															
All outcome areas	Direction for parents and carers on suitable learning resources with their Personal	Families that chose to spend the money had individual reasons for their requests. We had a number of varying ideas, as intended to suit individuals including:	Not all families took advantage of the opportunity to have a greater say in the funds allocated for their child.															

	Enrichment Fund (PEF)	<p>Attendance to a music/drama club – building confidence and self-esteem while allowing the child to follow an interest. Without the fund she would not have been able to attend.</p> <p>Magazine subscriptions – encouraging love of reading around areas of interest to each individual. Magazine topics included art and crafts, science and animals. Parents reported that children didn't need prompting to read when their magazines arrived each month!</p> <p>Popular book series to add to home book shelf – A child had a love of a particular book series but didn't own the books. These were purchased and used as rewards to encourage/reward increased punctuality and attendance.</p>	<p>We must promote this more actively to ensure greater uptake of the fund. The greatest uptake/requests came in following a letter suggestion options on how to spend the funds.</p> <p>Teachers may need to take a greater role in guiding parents to useful resources as parent evening sessions.</p>
F. Our families will feel supported by the school and wellbeing for the children in improved.	<p>Invitation to extra-curricular activities and sporting tournaments inc. music lessons</p> <p>Trips subsidised for all PPG families by up to 50%.</p>	<p>A number of PPG children were included in all sporting tournaments across the year. Tournaments attended covered a range of sports.</p> <p>Trip subsidisation was mostly taken up by the older learners, requesting support for attendance on our week long residential trips.</p> <p>This year's residential to the Isle of Wight was attended by PPG children, with our support.</p>	<p>Not all PPG families applied to use PPG funds for trip subsidisation. It may be that this was not needed, or that we could be clearer with support on offer to them.</p>
G. We will build strong relationships with families who may otherwise not access school provision. Parents, carers and children will feel supported and confident to approach school staff for support.	PPG identification system	<p>Through the system, a small number of families were identified as entitled to ppg funding.</p> <p>As situations have changed for families throughout the year, the system has allowed us to identify those entitled to free school meals quickly.</p>	<p>Parents are reluctant to complete the online form. Links were sent with the newsletter, computers were set for parents to complete at parent events however, take up is still lower than expected.</p> <p>A more methodical approach will now be taken to ensure as many families as possible complete the form on entering the EYFS play and stay sessions.</p>
H. Attendance will be in line with, or	FSA supporting families with	Current whole school attendance to date is 94.99, with PPG attendance recorded at 93.74. There is a minimal gap in	Persistent absentees to meet with headteacher to address the seriousness of gaps created in learning going forwards.

<p>above our school target.</p>	<p>attendance and parenting needs.</p>	<p>attendance here, mostly due to a small number of persistently absent children.</p> <p>Persistent absence is addressed through letters home, meeting with FSW and discussions with EWO for support.</p> <p>Number of PPG families receiving individualised support from FSW is 48 Topics cover a real range from self-image confidence, to sleep routines and boundaries at home.</p>	
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