

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

1. Summary information					
School	Jennett's Park CE Primary School				
Academic Year	2019/20	Total PP budget	£64680	Date of most recent PP Review	13/7/20 GR
Total number of pupils	450	Number of pupils eligible for PP EYFS PP Services CLA/SGO	37 2	Date for next internal review of this strategy	September 20

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<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>	
In-school barriers <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
External barriers <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. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>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>This will be measured through book scans, teacher assessment data, standardised testing and information from pupil progress meetings.</p>	<p>We will achieve this by providing</p> <ul style="list-style-type: none"> - Focussed teacher/LSA support in lesson time - High-quality feedback for PPG children both verbal and written during lessons - CPD for staff in key areas affecting PPG learners - Targeted, monitored interventions - All PPG children to have access to subsidised trips on request
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"> - Focussed LSA/teacher time to extend and challenge learners - Access to educational clubs - CPD for staff in key areas affecting PPG learners - Access to extra-curricular clubs, sports tournaments and enrichment activities.
C.	<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"> - Focussed language and communication support for children and families - Interventions from trained staff alongside our speech and language therapist - Links to Bracknell Forest agencies - Additional phonics and reading support - Parent phonics and reading sessions
D.	<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"> - Focussed reading support with a focus on vocabulary - Interventions from trained staff - Training for staff on vocabulary and oracy through involvement in the Voice21 programme - Offering a wide range of reading and texts in our curriculum for exposure to and discussion of words.
E.	<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"> - Access to emotional support through ELSA regular and responsive ELSA sessions - Access and signposting to groups and support through our Family Support Worker.

<p>F.</p>	<p>Our families will feel supported by the school and wellbeing for the children in improved.</p> <p>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.</p>	<p>We will achieve this by providing</p> <ul style="list-style-type: none"> - Timely reminders for attendance at upcoming events - Family Support Worker access for families - Parenting workshops and focussed support - CPD for staff to support pupils and their families.
<p>G.</p>	<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"> - Coffee morning sessions with various members of the school team - Family Support Worker access at key times across the school day - Open communication through Marvellous me and sQuid emails - Learning sessions encouraging parents and children to learn together in school - Timely reminders for upcoming events
<p>H.</p>	<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"> - Personalised support and information to those with low attendance - Regular contact through our FSW of families with low attendance for monitoring and support

3. Planned expenditure <i>Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the Teaching and Learning Toolkit, the NFER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.</i>								4.
Academic year		2019-20						
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.								
Quality of teaching for all								
	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review ?	Cost	Review – July 20
Reduced class sizes	<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>	Additional LSA/Teacher support during core lessons	EEF research on reducing class sizes has shown that, although costly, reducing class sizes to less than 20 positively impacts learning. Providing classes with skilled, experienced support staff during core learning sessions allows for more effective peel away groups and split teaching groups to maximise inputs and support learning needs.	<p>Regular monitoring of sessions in which LSAs lead input for groups including book looks and observations.</p> <p>LSAs will be supported through regular meetings and training as required.</p>	SENDCO	Termly	£21000	<p>In the year group with the greatest need we have reduced class sizes which had an extremely positive impact.</p> <p>QFT has improved which has the greatest impact on PPG children.</p> <p>Covid 19 closures had less of impact as better staffed hence ability to offer to ALL children in key groups, Year 5 plus all disadvantaged learners alongside Key Worker children.</p>

Oracy	<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 higher levels of literacy.</p>	Voice 21 vocabulary training/project	<p>The Voice 21 Project is a year -long project introduced at the Pan Berkshire conference ‘Breaking through Barriers.’</p> <p>School 21 found improvements in their pupil’s attainment after focusing on the Voice 21 project. EEF evidence states that “The Oracy Curriculum, Culture and Assessment Toolkit to provide a sound foundation for the development of oracy skills, with particular strengths in supporting persuasive talk and talk for presentational purposes and in formal contexts. “</p>	<p>Attendance of all training sessions provided across the year with implementation of suggested interventions and ideas across our primary curriculum.</p> <p>Impact and action plans to be updated throughout the life of the project.</p>	2 staff members	Termly	<p>£600 x 2 staff = £1200</p>	<p>Training attended and staff began to roll out the foundations of Voice 21. COVID-19 halted the project taking up speed. Will continue next year</p>
Total budgeted cost							£22200	

Targeted support								
	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review ?	Cost	Review July 2020
Emotional support	E. Pupils eligible for PPG to develop emotional resilience and social skills.	One member of staff trained to carry out Emotional Literacy Support Assistant sessions	At Jennett's Park we believe that emotional resilience and wellbeing is of utmost importance for our learners to have the best chance within their education. The ELSA role within the school will allow children time, space and support to explore emotional and social issues which may otherwise have a negative impact on their wellbeing. This is an approach that has been a success within the school in previous years with positive feedback from children and parents who have accessed the sessions.	ELSA and Creative therapist to have termly meetings with DHT and SENCO to discuss progress and concerns. Children accessing ELSA will begin sessions with a self-reflection questionnaire to be revisited at end of sessions to see areas of development and set targets. Greater resilience and positive interactions will be noted by class teachers in relation to the playground and classroom learning.	ELSA, creative therapist and SENCO's	Termly	£1000 0	The role of the ELSA is vital to our children, helping them build resilience, and relationships with staff. Giving children the emotional literacy skills to communicate their needs and feelings has been extremely beneficial. ELSA resigned during COVID closure Actively recruit
Art Therapy	E. Pupils eligible for PPG to develop emotional resilience and social skills.	Weekly art therapy sessions	Art therapy sessions have been taking place in previous years with key children to work through specific individual needs. Reports from children, teachers and parents involved with this support have been positive, reporting improved understanding of issues, greater emotional resilience and more positive self-confidence.	Regular catch up sessions with art therapist to discuss concerns and progress with SENCO/DHT.	DHT/SE NCO	Weekly	Cost £3000	Art therapy had a positive impact on a key child, however it had a limited impact on more PPG children. For the cost of an art therapist this is not a worthwhile spend of money but is subsidised by Social Care funding.

Boosters	<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>In previous years additional booster sessions to pre teach UKS2 strategies and ideas have proved very successful in children growing confidence to gain understanding and pass SATs successfully, in line with their peers.</p> <p>EEF one to one tuition research shows that 1:1 and small group work has a high impact for less able children. Collaborative learning research from EEF also shows benefits to peer working and idea sharing, which are strategies used within the smaller booster groups.</p>	<p>UKS2 team to invite children as needed to the sessions. Termly reflection within staff meetings will allow for sessions to be altered for individual needs.</p>	<p>UKS2 leader</p>	<p>Termly</p>	<p>£975.24</p>	<p>This has a huge benefit to our PPG children and all children in this year group. When run by the class teachers, this intervention is essential to PPG children's progress and gained good results.</p>
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Reading Interventions	<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 older years will improve to allow for greater access to higher levels of literacy.</p>	Assessment of needs addressed through specific LSA led interventions	<p>The SEND code of practice 2014 states that interventions are most effective with SMART targets to achieve within a clear time frame, when based on sound research.</p> <p>Pupils will engage in a range of interventions, including – but not limited to;</p> <p>Reading interventions Words First Precision Teaching Toe by Toe Phonics interventions Speech and Language support</p>	Baseline judgements and assessments will be made before starting any intervention. SMART targets to be set and reviewed at timely intervals, dependent on the intervention protocols.	Lead Teacher	Termly	£9322	<p>Alana and Christiane went on the Hearts 4 Learning course.</p> <p>A reading intervention twice a week with 8 children had huge progress. One child went up 2 and a half years reading comprehension age in 8 just weeks.</p> <p>Aim is in September to roll it out to Years 4, 5 and 6.</p> <p>The YARC assessment gives specific information relating to level, reading age, speed, comprehension and word understanding.</p> <p>A vocabulary specific terminology intervention will also be rolled out in September.</p>
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Attendance	<p>F. Our families will feel supported by the school and wellbeing for the children in improved.</p> <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</p>	<p>Learning sessions for children and adults together to focus on maths, phonics etc..</p>	<p>Our children show greater involvement in their learning when parents take an interest and learn alongside them. The DfE research in this area showed positive results with improved parental engagement.</p> <p>Parents will be invited to join adult learning sessions alongside their child to find out how to support learning at home.</p>	<p>Register of attendance at sessions will show engagement levels.</p> <p>Parental attendance at adult sessions will be tracked and parent and surveys will be collected to report on impact.</p>	FSW	Termly	£200	<p>Our FSW invited PPG families to our learning sessions and we had some specific, targeted PPG families that attended the sessions. These sessions built relationships with the families and allowed the parents to gain confidence with how to help their children in their learning. Feedback from parents was good and they valued the sessions.</p> <p>Christmas craft sessions were also run and were solely for PPG parents. A PSHE curriculum was rolled out helping children to build resilience and self-confidence.</p>
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Maths	A. Pupils eligible for PPG to make as much or more progress than non-PPG peers and attain at least ARE in core subjects.	Third Space Learning - Accelerated maths for groups of learners identified needing support	Third Space Learning is aimed to support more of our target pupils The one-to-one lessons take place online. Pupils share an interactive screen with their tutor and communicate via headset, so they can have up to 15 of your pupils receiving a personalised maths lesson within a single one-hour time slot. As a result we can provide more intervention for more of our target pupils, increasing the impact on attainment and progress in maths.	Time set aside by teachers for children to access the learning platform within school at their own pace. Maths lead to monitor use and impact.	Maths/ PPG lead	Termly	£179 per pupil per term. Autumn term: £138 per pupil so £7440 for 2019-20	Third Space Learning had a positive impact specifically on the PPG children. More impact on the children in the first half term when teaching rather than revision was the objective. Noticeable levels of focus and attention with the children during the sessions. The sessions also benefitted the rest of the class as they had a smaller group when the TSL children had their sessions.
Total budgeted cost							30937.24	
Other approaches								

	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review ?	Cost	Review – July 20
Cultural Enrichment	A. Pupils eligible for PPG to make as much or more progress than non-PPG peers and attain at least ARE in core subjects.	Theatre trip to the West End in order to provide experiences otherwise not on offer to the children. Enrichment Fund (PEF)	University of Arkansas, Fayetteville states that field trips to live theatre enhance literary knowledge, tolerance, and empathy among students. The research team found that reading and watching movies of Hamlet and A Christmas Carol could not account for the increase in knowledge experienced by students who attended live performances of the plays. Students who attended live performances of the play also scored higher on the study's tolerance measure than the control group by a moderately large margin and were better able to recognise and appreciate what other people think and feel.	All PPG parents contacted personally and offered the opportunity for their child to take part in a trip to see Matilda in the West End, with the cost covered by PPG funding. A record of which PPG children took up the opportunity recorded.	HT	After each event	£40 x number of children taking it up estimate 37 children = £1480	There was a good uptake of PPG children who went on the Matilda trip to London, West End.

Trips and clubs	<p>F. Our families will feel supported by the school and wellbeing for the children in improved.</p>	<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>EEF research into the benefits of extra-curricular activities shows that participation increased motivation, self-esteem and self-confidence. Children who attend extra-curricular activities were found to make up to 2 months progress.</p> <p>Children report that attendance on trips is important to them feeling part of the school and self-esteem increases when they are able to join without worry.</p>	<p>Club system to ensure opportunities for PPG pupils PPG pupils attendance at clubs, sports tournaments and extra-curricular opportunities such as competitions to be monitored and invitations send to those not accessing.</p> <p>PPG pupil attendance on school trips to be monitored for attendance and impact on involvement in lessons.</p> <p>Measure and analyse impact in pupil progress discussions.</p>	PPG lead	Termly	End of year costs - £3000	<p>Opportunities of clubs were offered to PPG children. The uptake was relatively low with PPG children in clubs Covid cancelled majority of trips. Essential to help these.</p>
Identification	<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.</p>	PPG identification system	<p>We believe that we may not be reaching funding for all PPG eligible children. Introducing a new, simple system for parents to check their eligibility will increase the number of children receiving funding and therefore receiving the support as stated in this document.</p>	<p>PPG numbers to be tracked termly after implementation of new identification system to track increase in numbers and funding received by the school.</p>	SENDCO	Termly	£700	<p>Coffee mornings with key teams in school gave parents the chance to get to know staff members and in a relaxed atmosphere where they felt comfortable to ask questions.</p> <p>Unfortunately the amount of parents who attended was very low and they did not reach our PPG parents and therefore had a low impact.</p>

Attendance	H. Attendance will be in line with, or above our school target.	FSA supporting families with attendance and parenting issues.	A study carried out by the DfE reports that 'There is a clear link between poor attendance at school and lower academic achievement.' Children must be attending school regularly to receive quality first teaching daily, and complete interventions as planned for maximum impact.	Family Support worker to track attendance of pupils and target intervention for those with low attendance. FSW to work alongside Educational Welfare Officer as required in improving attendance. Termly meetings with SLT to discuss low attendance, trends and success.	FSW/SLT	Termly	£7500	Our attendance was quite good. Our percentage worked out as a few families. Each family was contacted and an education plan was implemented. Support such as an alarm clock bought for the family, phone calls to the family 10 minutes after registration closes, followed by home visits. There was a good improvement of attendance and lateness following this support.
Wellbeing	F. Our families will feel supported by the school and wellbeing for the children in improved.	A piece of fruit available every morning break for PPG children to ensure they have a healthy snack.	All children need to refuel their body in order to be working at their most optimum level.	Fruit selection kept in FSA office to ensure children can discretely access this without feeling embarrassed and singled out.	SENDCO	Termly	Looking into costing - £50 per half term so £300 per year	Fruit and breakfast was available for those children who had not had breakfast, to access discretely. Increased positivity and focus and attention improved as well as a sense of nourishment and comfort. This has been essential for a number of PPG children across the school. Having access to breakfast / snack is vital for children to be able to learn successfully.
Total budgeted cost							£12980	

Totals of money 2019-20
£66117

£66117 End of year costing	Cost	Percentage of overall cost									Impact review end of year High/ Medium/ Low Ongoing/ Stop/ Adjust
Aim			A	B	C	D	E	F	G	H	
Quality of teaching for all											
Reduced class sizes	£21000	32%	X	X							High Ongoing
Oracy	£2100	3.2%			X	X					High Ongoing
TARGETED SUPPORT											
Emotional support	£10000	15%					X				High / Adjust
Art Therapy	£3000	4.5%					X				Low / Adjust
Boosters	£975.24	1.5%	X	X							High Adjust
Reading Interventions	£9322	14%	X			X					High Adjust
Attendance	£200	0.03%						X	X	X	High Adjust
Maths	£7440	11%	X	X							High Adjust
OTHER APPROACHES											
Cultural Enrichment	£1440	22%	X								Medium Adjust
Trips and clubs	£3000	4.5%						X			Medium Adjust
Identification	£700	1%							X		Low / Adjust
Attendance	£7500	11%								X	High/ Adjust
Wellbeing	£300	0.03%						X			High/ Adjust