

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

1. Summary information					
School	Jennett's Park CE Primary School				
Academic Year	2020-21	Total PP budget	£55960K	Date of most recent PP Review	18/6/21 GR
Total number of pupils	414	Number of pupils eligible for PP	48	Date for next internal review of this strategy	September 2021
		EYFS PP	7		
		Services 3	1		
		CLA/SGO			

Key achievements to date:
<p>Clarity of spending structures All PPG children known to staff Adapted interventions to meet highest need in English Maths and Science Attendance developing (even pre-COVID) Emotional support package developed Cultural capital supported in relation to trips and experiences</p>

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.
F.	<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.
G.	<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
H.	<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		2020-21						
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
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>	SEN DCO	Termly	£14000	Additional staff have a good impact on progress of children.
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	£600 x 3 staff = £1200	All teachers noticed an improvement in oracy skills in their children due to the consistent, weekly oracy assemblies and sessions.

Now Press Play	<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>	Now press play	<p>now>press>play is an immersive audio resource that engages primary school children in the curriculum through emotion, imagination and movement. In a now>press>play Experience every child is given a pair of wireless headphones. Immersed in sound, they become the main character in a story, meeting people, discovering places and solving problems on an educational adventure they'll never forget. now>press>play can be used as a whole class activity or with smaller groups for intervention work. It is a fun and inclusive way to engage children in the curriculum.</p> <p>now>press>play ran an extensive evaluation study to better understand how our resource benefits the children, teachers and schools who use now>press>play across the UK. Read more: now>press>play Evaluation Report</p>	Use of Now press play immersive drama devices to stimulate play and enhance cultural capital	Whole school 12 sets	Termly	£3091	Now Press play was a valuable session with the children of all year groups, allowing them to interact with a story physically, increase confidence and their oracy skills when answering questions and recalling events in the story. It introduced them to ideas and concepts that they otherwise may not be aware of.
Total budgeted cost							£18291	

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
Emotional support	C. 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 / Creative therapist to have termly meetings with FSW 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 FSW and SENCO's	Termly	£10000	ELSA sessions are in the early stages with or new fully trained ELSA. The children report that they enjoy the sessions and teachers have seen a positive response to the sessions.
Boosters	A. Pupils eligible for PPG to make as much or more progress than non-PPG peers and attain at least ARE in core subjects. B. Increased opportunity to allow for more PPG learners to achieve higher grades in line with their non-PPG peers.	1:1/Small group tuition Pre-teaching booster groups for UKS2 after school	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. 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.	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.	UKS2 leader	Termly		Booster sessions maths and echo reading sessions after school. PPG children that attended made good progress in reading.

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.	Alana Merrills	Termly	£9322 – & ABC readers £720	ABC to read volunteers found the children in their groups made good progress in reading with fluency and comprehension.
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>	Learning sessions for children and adults together to focus on maths, phonics etc..	<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>Unfortunately due to COVID these sessions could not run in school.</p> <p>There were online sessions for child and parent to join together that were beneficial to those children.</p>

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	<p>Third Space Learning is aimed to support more of our target pupils</p> <p>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.</p> <p>We have given the slots to 6 children across year 6. They have 2 sessions a week. Both sessions are in the afternoon as additional sessions to their normal maths lesson.</p>	<p>Time set aside by teachers for children to access the learning platform within school at their own pace.</p> <p>Maths lead to monitor use and impact.</p>	Maths / PPG lead	Termly	<p>£179 per pupil per term.</p> <p>Autumn term: £138 per pupil so £7440 but 50% subsidised by tuition £3720</p>	<p>Third Space Learning was a positive experience. The children enjoyed the sessions. 4 PPG children in Year 6 achieved WA in Maths, 4 JB and only one PPG child who is double disadvantaged was WB.</p>
Total budgeted cost							£24162	

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
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 school in order to provide experiences otherwise not on offer to the children. Enrichment Fund Music Lessons	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 Life of Christ Experience in the with the cost covered by PPG funding. A record of which PPG children took up the opportunity recorded.	HT	After each event	Wintershall + Music lessons + theatre	ALL PPG parents offered the opportunity for children to go. Around half of PPG children went.
Pause day	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 school in order to provide experiences otherwise not on offer to the children. Enrichment Fund Music Lessons	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.	Pause Day	AC	After each event	Pause day x 3 £1500	Pause Day's enriched well-being of the children and allowed them a day off timetable to ensure that mental health and well-being were given priority.

Trips and clubs	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>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 sent 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 - £	<p>Due to COVID, after school sports tournaments did not take place this year.</p> <p>Many in school trips occurred still and these were well attended by children .</p>
Lego	Lego D E H	Children in Y6 to have small group sessions with Lego projects also allowing small focussed sessions for CT	<p>Workshops are more than just building with LEGO they provide children with creative stimulus that can be continued into other subjects. For example, follow on literacy lessons can be linked into retelling the story of the workshop.</p> <p>Brickies deliver a fun creative workshop that not only leaves a lasting impression as a fun engaging activity but one that helps reinforce learning objectives in a practical manner.</p>	<p>Ensure groups are well chosen for dynamics</p> <p>Follow up activities linked to work</p> <p>Small group sessions well planned</p> <p>Improvement in practical and problem solving skills</p>	DP	Termly	Approx £6K	The LEGO workshops were extremely popular and there was a noticeable difference in children's self-esteem, social skills and well-being after the sessions.

Music	Music Lessons DEH	Lessons supplemented for Y4- 6. Purchase of instruments	<p>Music as a subject that can enrich students' lives and education. Read on to learn why music education is so important, and how it offers benefits even beyond itself.</p> <ol style="list-style-type: none"> 1. Musical training helps develop language and reasoning: Students who have early musical training will develop the areas of the brain related to language and reasoning. The left side of the brain is better developed with music, and songs can help imprint information on young minds. 2. A mastery of memorisation: Even when performing with sheet music, student musicians are constantly using their memory to perform. The skill of memorization can serve students well in education and beyond. 3. Students learn to improve their work: Learning music promotes craftsmanship, and students learn to want to create good work instead of mediocre work. This desire can be applied to all subjects of study. 4. Increased coordination: Students who practice with musical instruments can improve their hand-eye coordination. Just like playing sports, children can develop motor skills when playing music. 5. A sense of achievement: Learning to play pieces of music on a new instrument can be a challenging, but achievable goal. Students who master even the smallest goal in music will be able to feel proud of their achievement. 6. Pupils stay engaged in school: An enjoyable subject like music can keep kids interested and engaged in school. Student musicians are likely to stay in school to achieve in other subjects. 				Approx £6K	<p>All pupils in Year 4 were able to have guitar lessons. These were supplemented through the PPG funding. These allowed all children to have the opportunity to be introduced to musical instruments and have the chance to see if they enjoyed learning one.</p>
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Identification	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	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.	PPG numbers to be tracked termly after implementation of new identification system to track increase in numbers and funding received by the school.	SEN DCO	Termly	£700	Continual conversations with parents to ensure that all parents used the identification system. PPG list updated regularly throughout the year and class teachers informed when new children were added to the list. Pupil premium profiles updated every half term.
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	Attendance of PPG children in the last academic year was ...% of children with an attendance of 96% or above.
Wellbeing	E. 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.	SEN DCO	Termly	Budget £300 per term for items £900	Fruit and other breakfast items have been offered to key children who have talked about missing breakfast.
Total budgeted cost							£ 22600	

Totals of money 2020-21
Start of year budget £55,960

£ End of year costing	Cost £64853	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	14000	21%	X	X							High
Oracy	1200	2%			X	X					Medium
Now Press Play	3091	5%									Medium
TARGETED SUPPORT											
Emotional support	10000	15%					X				High
Boosters	tbc		X	X							High
Reading Interventions	9322	14%	X			X					High
ABC	£720	1%									High
Attendance	200	0.3%						X	X	X	High
Maths	3720	6%	X	X							High
OTHER APPROACHES											
Cultural Enrichment	tbc		X								Medium
Pause Day	1500	2.0%					x	x	x	x	Low
Trips and clubs	Tbc							X			Medium
Lego	6000	9%		x		x	x			x	Medium
Music Lessons	6000	9%		x		x	x			x	Medium
Identification	700	1%							X		High
Attendance	7500	11%								X	High
Wellbeing	900	1%						X			Medium