

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Jennett's Park CE Primary
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	44
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Elizabeth Savage
Pupil premium lead	Gemma Robinson
Governor / Trustee lead	Claire Tootill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51736
Recovery premium funding allocation this academic year £145 x	£6380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£58116

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At Jennett's Park Primary School, we believe that having the highest expectations for all of our children is the only way we can achieve the highest standards as a school. We believe that all of our children should flourish and achieve under God's love. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG). The PPG was created to provide funding for three key areas: Raising the attainment of disadvantaged pupils and closing the gap with their peers. Providing funding for LAC and previously LAC (PLAC). Supporting pupils with parents in the armed forces. This policy outlines the amount of funding available, and the school's strategy for spending the PPG effectively. We want to ensure that PP children are supported in their learning and offered experiences that enrich their cultural capital and open their lives up to experiences they may not otherwise encounter. We believe in giving all children a window to the world and showing them what is available, in order to encourage and inspire them as individuals.

Challenges

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

Challenge number	Detail of challenge
1	Listening & attention problems is the biggest percentage barrier for our PPG children in EYFS and KS1. In order to support these children, we use the NELI programme in Reception, and going into year 1. EYFS staff are very experienced in delivering listening and attention groups and the use of Now Press Play has really focused children with their listening and attention skills.
2	SEMH, along with Low self-esteem and self-perception is the second highest percentage barrier for our children. This affects children in all key stages but is more apparent in KS2. In order to support these children, we have Brickies lego therapy once a week for Year 6. We have in place an ELSA that has a current caseload of children that she is working with, and another list of children that she has daily check-in's with. Positive affirmation work has become a top priority for our children.
3	Low cognition and learning – a high proportion of our PP children have cognition and learning as one of their main barriers. The ability to access the curriculum independently and successfully is our biggest challenge. We have brought into our own EP Craig Tribe, that has allowed us to have children with low cognition and SEMH needs be observed and assessed quickly and efficiently. This allows us to decide on our next steps such as referrals and also what recommendations to implement for these children.
4	Speech and language difficulties is a barrier for EYFS and KS1 children. To support these children, we have bought in our own private SALT therapist Emma Howden who works with us once a week. Emma works with specific children that need SALT. She also will triage children that I have concerns about in order to gain recommendations to support them and then refer them if necessary to NHS SALT team.
5	Some of our most vulnerable children come from homes where the parents need support and advice, Shelley Thorpe is our FSW who supports a great deal of families weekly with planned phone calls to offer advice if they need it. Shelley

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
All teaching staff to know who their vulnerable children are and have put in strategies and support to enable them to progress and achieve.	Pupil Premium Profiles are used as a working document so that staff are aware of how best to support and progress these children.
For our most vulnerable and disadvantaged children to be able to access the curriculum in order to achieve to their full potential.	PPG children will make a good level of progress each academic year and close the gap between themselves and all other children at Jennett's Park.
Our disadvantaged children will flourish and achieve both academically but also personally, socially and emotionally.	PPG children will improve their SEMH throughout the year and be happy, enthusiastic learners.
All teaching staff to have high expectations for all PPG children.	PPG children will have made excellent academic progress throughout the year.
For our disadvantaged children to have gained cultural experiences throughout the year to open their worlds up to different opportunities and life experiences.	All children at Jennett's Park will have taken part in cultural experiences and been offered opportunities that they would otherwise not see or experience.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Now press play</i>	Now Press Play is an immersive educational resource that engages children in the curriculum. 83% of children found it a lot easier to understand than a normal lesson. It supports children with ADHD as it enables children to engage and move around the classroom as they learn and supports children of all abilities.	1, 2, 3, 4
<i>Music</i>	Berkshire Maestros' offer the opportunity to children in Year 3 and 4 to have lessons playing an instrument such as the recorder and the guitar. Learning a musical instrument is proven to benefit the brain and how it increases cognitive ability, reduces stress, builds confidence, allows for creativity and builds perseverance and patience.	1, 2, 3,
<i>Book in the Box</i>	Develops reading experiences for our pupil premium children by introducing them to an age-appropriate book as well as a magazine and stationery.	1, 2, 3, 4
<i>Reading intervention teacher</i>	The reading intervention teacher allows us to assess understanding, identify knowledge gaps and deliver targeted individual and group intervention activities for the areas of weakness demonstrated in our pupils test results.	1, 2, 3, 4
<i>Educational Psychologist and SALT Therapist</i>	Craig Tribe has played a key role in observing and assessing our children in order to further support their learning and SEMH needs. Specific recommendations from his reports are implemented in the classroom to support the children. Emma Howden works with us once a week. Emma works with specific children that need SALT. She will triage children with SALT difficulties in order to gain recommendations to support them and then refer them if necessary to NHS SALT team.	1, 2, 3, 4
<i>Lego</i>	Brickies challenges children to push the boundaries of their creativity and adopt a free range way of thinking. The workshops provide children with creative stimulus that can be continued into other subjects. Brickies builds self-confidence in our children and inspires them to think creatively.	1, 2, 3

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

Budgeted cost: £19688

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tuition – Teaching personnel</i>	1:1 support for specific children that need that level. Tuition can be planned specifically for the child in order to gain best progress.	1, 2, 3
<i>WRM / 3rd Space tuition</i>	1:1 maths tutoring that is personalised for each child. It builds confidence in maths, boosts progress and builds their maths skills.	1, 2, 3, 5
<i>ABC readers</i>	1:1 quality reading time with an ABC to Read volunteer has built confidence in our learners. There have been improvements in their self-esteem, level of reading and love of reading. This has also had an impact on their writing.	1, 2, 3, 4, 5
<i>Smaller groups LSA</i>	Smaller groups and interventions work by the teacher / LSA knowing what the specific SMART targets are for those children. The intervention can then be delivered with good pace, ensuring children are focused and engaged. Progress can be monitored after each session and then the next session adapted accordingly.	1, 2, 3, 4, 5,

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

Budgeted cost: £23247

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>FSA</i>	Some of our most vulnerable children come from homes where the parents need support and advice. Interventions from Shelley Thorpe have had a direct impact on the attendance and welfare of our most disadvantaged children.	5
<i>ELSA</i>	We have in place an ELSA that has a current caseload of children that she is working with, and another list of children that she has daily check-in's with. Positive affirmation work has become a top priority for our children. The self questionnaire at the beginning of the sessions and at the end show the positive impact the sessions have on our children.	1, 2
<i>Cultural Enrichment</i>	Opening up the children to different experiences and people from all cultures and walks of life, not only create an inclusive ethos for all of our children, from all ethnic backgrounds, but also show our children what is available to them in this world. It opens them up to life outside of Jennett's Park and shows them what the world has to offer.	1,2,3,
<i>Discounted trips</i>	Discounted trips enable disadvantaged children to experience activities that would not normally be open to them. They open the children up to what life has to offer which in turn, builds passion and focus for children to set their own goals in life and know they are capable of reaching them.	2, 3

Total budgeted cost: £ 58116

Part B: Review of outcomes in the previous academic year

SEE REVIEWED PLAN ON WEBSITE

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.