

# Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2 out of 3 Years
Date this statement was published	September 2022 September 2023
Date on which it will be reviewed	July 2023
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	£58,170
Recovery premium funding allocation this academic year	£6,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	nil
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£64,260

## 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 bought 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 Drury 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: £ 22,440.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Now press play</i> <i>Whole school</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 well as kinaesthetic and auditory learners 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> <i>Yr4,5,6</i>	Berkshire Maestros' offer the opportunity to children in Years 4, 5 and 6 to have lessons playing an instrument, respectively the guitar, steel pans with Culture Mix and the keyboards. 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>Choir</i> <i>KS2</i>	Berkshire Maestro's also offer a choir session on a Monday lunchtime, for any KS2 children that would like to attend.	1, 2, 3,
<i>Forest School Sessions</i> <i>KS1</i>	Year 1, 2 and 3 all take part in Forest School sessions through the year. Muddy Monday's, T Tuesdays and Welly Wednesdays give the children the opportunity to take part in outdoor learning in the forest once a week for a period of time. The children have the opportunity to explore the forest and learn about animal habitats, nature and enjoy science, art, geography and understanding of the world in a hands-on experience.	1,2,3,4,5
<i>Educational Psychologist and SALT Therapist</i> <i>Whole school</i> <i>SEND chn</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 and his reports have helped us achieve EHCP's for children that need them. Emma Drury 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	1, 2, 3, 4

	and then refer them if necessary to NHS SALT team.	
<i>Lego Yr 6</i>	Brickies challenges children to push the boundaries of their creativity and adopt a free 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
<i>IPADS KS2</i>	The school iPad's have opened the children up to the latest, innovative technology, iPad's have given them the tool to create short movies and films on specific subjects and bring to life different areas of the curriculum. The iPads inspire the children to engage in their learning using tools of their future.	1, 2, 3, 5

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

Budgeted cost: £ 12,288.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tuition – Owen</i> Yr 4,5,6	National Tutoring Programme 15 weeks. 1-3 children per group.	1, 2, 3
<i>ABC to Read</i> Yr 4	1:1 quality reading time for three children 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: £ 23,577.63

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.	1,2,3,5
<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, 5

**Total budgeted cost: £ 58,306.29**

## Part B: Review of outcomes in the previous academic year 2021-22

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Last year we saw a big impact from the money spent on the private educational psychologist and Speech and Language therapist. We were able to ensure that 12 of our PPG children were observed and assessed by our private educational psychologist. This enabled us to know what difficulties these children had in their learning and put in place recommendations and strategies that were beneficial to them. In some of those cases, the EP reports were successfully used as part of the application for an EHCP. 8 children were also seen by the Speech and Language therapist. Again, the assessments were then used as part of the support structure for the children and the application for an EHCP.

Brickies sessions were given to all Year 6 children which allowed them valuable time to engage socially and with each other in a planned and managed session time. This had an impact on emotional well being of our children as well and building good relationships with each other. This was difficult to assess a measurable impact of individual children. We still feel there is a benefit for the sessions, however, due to the amount of children who are PPG in Year 6 we will be reducing the amount spent on this from the PPG budget.

All of our PPG children in Year 6 were offered financial help with the residential trip and all of Year 6 that wanted to go were able to. This had a positive impact on all of our children that attended with their independence, resilience and it offered them the opportunity to try activities that they may otherwise be able to access.

Now Press Play continued to be an inclusive and immersive educational resource that engages children in the curriculum. A high proportion of children found it easier to understand than a normal lesson. It supports children with ADHD, as well as kinaesthetic and auditory learners.

We have decided to not use Third Space Learning tuition this year. It did offer the 1:1 sessions online for our children, however, we did not feel it was engaging as a tutor in person. This year we have decided to use a teacher for our tuition sessions that will take place in school face to face in groups of 1-3. We hope this will have a better impact with the children, allowing them to build a relationship with the tutor that they see each week.

ABC to Read tutor worked with three Year 4 children last year. This had a huge impact on these children with all of them gaining confidence in reading and enjoying reading. This year I hope to allow three children a term the opportunity so that we can then impact 9 children in the year rather than 3.

The FSA worked with some of our most vulnerable children and their parents, offering support and advice. Interventions from Shelley Thorpe have had a direct impact on the attendance and welfare of our most disadvantaged children. We currently have attendance of 96% throughout the school.

Last year the 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. It has been difficult to assess the impact however, we feel these have been valuable sessions for the children and impacted positively on their SEMH.

Looking at the strategy last year we felt that we had a lot of programmes that were for KS2. To compensate for this, we have included the Forest School initiative in the PPG Strategy. To ensure that these sessions can be run throughout the year for all children in KS1 we have set aside funding from the PPG budget for this to be achieved.

## 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
NA	

## 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	Residential
What was the impact of that spending on service pupil premium eligible pupils	Improved confidence and growth in all areas such as SEMH, physical ability, cognition and learning and independence.

## Further information (optional)

*At Jennett's Park we are committed to offering all of our children experiences and learning opportunities that will enrich their lives, provide academic progress and introduce them to experiences that they may not otherwise take part in.*

*This year we have looked at activities that will benefit each year group across school to ensure all PPG children are catered for.*

*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.*