

Pupil premium strategy statement 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	427
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	1 out of 3 Years
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Elizabeth Savage
Pupil premium lead	Stacey Craddock
Governor / Trustee lead	Claire Willmott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,080
Recovery premium funding allocation this academic year	£0
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	£72,080

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. 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.
6	Attainment within core subjects and good personal progress has been lower in this previous academic year. Across KS1 there is a significant gap within reading and mathematics between PP and non-PP groups. Within KS2 this gap is more evident within writing. Due to this we have specific teachers assigned to these key stages to support those children to reduce the gap.

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: £15,928.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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.	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.	2, 3,
<i>Educational Psychologist, OT 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 and then refer them if necessary to NHS SALT team. We use Windsorian Occupational Therapists to support those PPG children who require sensory support.	1, 2, 3, 4

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

Budgeted cost: £15,090.33

Activity	Evidence that supports this approach	Challenge number(s) addressed																									
<i>Tuition – Mr Frost</i> <i>Yr 3, 4, 5,6</i>	<p>National Tutoring Programme 15 weeks. 1-3 children per group.</p> <p>This tutoring opportunity is focused to KS2 as this is where the biggest gaps in attainment and progression for writing were found at the end of the previous academic year.</p> <table><tr><th>Yr group</th><th>Average PPG progress</th><th>Average whole cohort progress</th><th>PPG attainment WA+</th><th>Whole cohort attainment WA+</th></tr><tr><td>2 (now 3)</td><td>0.09</td><td>0.15</td><td>27%</td><td>52%</td></tr><tr><td>3 (now 4)</td><td>-0.2</td><td>0.08</td><td>20%</td><td>53%</td></tr><tr><td>4 (now 5)</td><td>0.10</td><td>0.15</td><td>40%</td><td>55%</td></tr><tr><td>5 (now 6)</td><td>0</td><td>0.09</td><td>25%</td><td>49%</td></tr></table>	Yr group	Average PPG progress	Average whole cohort progress	PPG attainment WA+	Whole cohort attainment WA+	2 (now 3)	0.09	0.15	27%	52%	3 (now 4)	-0.2	0.08	20%	53%	4 (now 5)	0.10	0.15	40%	55%	5 (now 6)	0	0.09	25%	49%	2, 3, 6
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<i>Smaller groups LSA and teachers in EYFS and KS1.</i>	<p>Smaller groups and interventions work by the teacher / LSA knowing what the specific SMART targets are for those children. There are 3 teachers across 2 classes in all 3 year groups in EYFS and KS1. Interventions can be delivered intimately, well executed and with good pace, ensuring children are focused and engaged. Progress can be monitored after each session and then the next session adapted accordingly. Quality of teaching is a big focus to ensure that our PPG pupils can make expected or better progress in their learning across the curriculum.</p>	1, 2, 3, 4, 6																									

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

Budgeted cost: £41,061.67

Activity	Evidence that supports this approach	Challenge number(s) addressed																																																		
FSA	<p>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.</p> <table><tr><td>22/23</td><td></td><td></td><td>23/24</td><td></td></tr><tr><td>Attendance PPG</td><td>Average for cohort</td><td>Year</td><td>Attendance PPG</td><td>Average for cohort</td></tr><tr><td>N/A</td><td></td><td>N</td><td>92.86</td><td>92.85</td></tr><tr><td>N/A</td><td></td><td>R</td><td>72.14</td><td>93.31</td></tr><tr><td>95.68</td><td>95.59</td><td>Yr 1</td><td>95.35</td><td>95.20</td></tr><tr><td>93.55</td><td>95.62</td><td>Yr 2</td><td>92.21</td><td>95.52</td></tr><tr><td>94.98</td><td>94.61</td><td>Yr 3</td><td>95.50</td><td>96.47</td></tr><tr><td>96.74</td><td>94.92</td><td>Yr 4</td><td>93.79</td><td>94.93</td></tr><tr><td>93.52</td><td>95.31</td><td>Yr 5</td><td>98.43</td><td>92.90</td></tr><tr><td>95.53</td><td>95.46</td><td>Yr 6</td><td>90.39</td><td>95.29</td></tr></table>	22/23			23/24		Attendance PPG	Average for cohort	Year	Attendance PPG	Average for cohort	N/A		N	92.86	92.85	N/A		R	72.14	93.31	95.68	95.59	Yr 1	95.35	95.20	93.55	95.62	Yr 2	92.21	95.52	94.98	94.61	Yr 3	95.50	96.47	96.74	94.92	Yr 4	93.79	94.93	93.52	95.31	Yr 5	98.43	92.90	95.53	95.46	Yr 6	90.39	95.29	5
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ELSA	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																																																		
Cultural Enrichment	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																																																		
Discounted trips	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: £72,080

Part B: Review of outcomes in the previous academic year 2023-24

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

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 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.

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.

22/23			23/24	
Attendance PPG	Average for cohort	Year	Attendance PPG	Average for cohort
N/A		N	92.86	92.85
N/A		R	72.14	93.31
95.68	95.59	Yr 1	95.35	95.20
93.55	95.62	Yr 2	92.21	95.52
94.98	94.61	Yr 3	95.50	96.47
96.74	94.92	Yr 4	93.79	94.93
93.52	95.31	Yr 5	98.43	92.90
95.53	95.46	Yr 6	90.39	95.29

Smaller working groups had a positive impact on PPG pupils both with the progress made and the confidence that they gained to participate within the classroom. Progress was slower than the rest of the cohort in the majority of cases, however there are many reasons that can be factored in for this. Our focus in the upcoming year is based upon ensuring that small group, teacher led intervention groups are planned and delivered. The, often, LSA led interventions and Wave 1 teaching last year show a positive impact however, did not provide the progress we had hoped for. We want to further ensure that at least expected progress is made to support those PPG pupils across both KS1 and KS2 by allocating teachers to these roles. Our EYFS PPG pupils benefitted from small group Read, Write, Inc., tuition and will continue to benefit with early reading interventions alongside writing support.

Disadvantaged pupils still perform less well than whole year group data, however the gap is closing. In writing, disadvantaged pupils' attainment has, on the whole, increased however, there is still a gap that needs to be addressed. There is less improvement at the higher standard and disadvantaged pupils attain less well than whole year group data. In writing, disadvantaged pupils have shown varied progress in attainment across the year groups at the expected standard and at the higher level. Where tuition has occurred in key stage 2, disadvantaged pupils have made at least expected progress, with accelerated progress occurring particularly in reading, which has seen a significant decrease in difference of attainment between pupils who receive PPG and those who do not.

Yr group	Average PPG progress	Average whole cohort progress	PPG attainment WA+	Whole cohort attainment WA+
1 (now 2)	-	-	67%	64%
2 (now 3)	0.09	0.15	27%	52%
3 (now 4)	-0.2	0.08	20%	53%
4 (now 5)	0.10	0.15	40%	55%
5 (now 6)	0	0.09	25%	49%

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. The clubs that offer free places for ppg pupils are utilised and those with PPG funding are receiving a leaflet with information on support available. This includes information on support with food and uniform, funded places on school holiday camps and discounts available for extra-curricular clubs run at the school.

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.