

About Denmead Junior School

Denmead Junior School, judged as ‘Good’ by Ofsted in Spring 2016 and again in October 2019, is a three form entry village school, with an inclusive ethos. In 2017-18 the school moved to mixed age classes across the school, creating a lower school with 6 classes of mixed year 3 and 4 and currently an upper school with 3 classes of year 5 and 3 classes of year 6 children. The decision was taken to move to separate year 5 and 6 this year to combat the impact of time out of school during the Covid Lockdown and partial school closure.

Mr Clarke, the Head Teacher, leads a team of motivated and highly skilled staff. We have close links with Denmead Infant School, ensuring a smooth transition for children choosing to continue their primary education in Denmead. Kerry Howard (Inclusion Leader/SENDCo & Designated Teacher for Children in Care) takes a lead responsibility for Inclusion and SEND, ensuring that all groups of children make progress from initial starting points whilst managing additional support and funding. Supporting the Inclusion Leader is Mrs Ros Owen (Pupil Premium and SEND Governor).

School Vision

At Denmead Junior School we strive to create a **growth mind-set for learning** and life for all our children by using growth mind-set language in our interactions with children. In addition, we promote the **Learning Powers** of Resilience, Reflectiveness, Co-operation, Concentration and Curiosity, which children need to recognise, understand and apply in their everyday learning.

In everything that we strive to do and the way that we do it, we promote, model and teach the children the **Values** of:

Friendship and Understanding with PRIDE (Positivity, Respect, Inspiration, Determination and Excellence).

We are committed to improving the quality of education at Denmead Junior School so children:

- **Have the necessary skills and competencies in reading, writing and maths to flourish at secondary school and in the wider community**
- **Are socially skilled and good communicators in all forms**
- **Have understanding, empathy and care for others**
- **Are healthy, confident, resilient and happy**
- **Will look back on their learning at DJS with affection, pride and a recognition of the solid foundations for life-long learning and citizenship that were laid here**

Glossary of Key Terms:

HT Head Teacher	AHT Assistant Head Teacher	SLT Senior Leadership Team
LA Local Authority	SEND(Co) Special Educational Needs and Disabilities (Co-ordinator)	LAC Looked After Children
HQIT High Quality Initial Teaching	DSL Designated Safeguarding Lead	PPG Pupil Premium Grant
ARE Age Related Expectation	EOY End of year	FSM Free School Meals

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2020/21:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus)
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order

Service Pupil Premium (SSP)

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £310 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for Service Pupil Premium (**SPP**)

COVID-19 Catch Up Premium

For 2020/21 there will be additional funding for Catch-Up Premium and funding for tutorial programmes. The Catch-Up premium is £80 per pupil; this will be allocated in three tranches to schools from Autumn 2. It is for all pupils, particularly disadvantaged, SEND and vulnerable pupils to receive the catch-up support needed to make substantial progress by the end of the academic year. There is an expectation that all pupils receive a high-quality education, the curriculum remains broad and ambitious. Where needed remote education is high quality and safe and aligns as closely as possible with in-school provision. There needs to be prioritisation within subjects of the most important components for progression. Schools need to consider how all subjects can contribute to the filling of gaps in core knowledge, for example reading. Modification of the curriculum will be needed in the Autumn term. Curriculum planning should be informed by an assessment of pupils' starting points and addressing their learning gaps, making the use of regular formative assessment. There needs to be a coherent plan for returning to their normal curriculum by the end of the summer term. (**CUP**) – See separate document

School Profile			
Academic Year	2020 - 21	Number on Roll	319
Total number eligible for PPG (Pupil Premium Grant)	49	Total amount of PPG received	£51,690
Number of Pupils eligible for fsm PP	33	FSM PP budget 20/21 Financial Year	£44,385
Total number of Pupils eligible as Service children	16	Amount of PPG for Service children	£4,960
Total number of pupils eligible for Pupil Premium Plus (Children in care/Children adopted from care)	1	Amount of Pupil Premium Plus	£2,345

The seven 'building blocks'

The NFER research identified seven "building blocks" for interventions to raise the attainment of disadvantaged children. They are:

- Whole-school ethos of attainment for all
- Addressing behaviour and attendance
- High quality teaching for all
- Meeting individual learning needs
- Deploying staff effectively
- Data-driven and responding to evidence
- Clear, responsive leadership

The building blocks of Pupil Premium success (NFER)

The National Foundation for Educational Research (NFER) published a research report entitled 'Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice'. Commissioned by the Department for Education, the report draws on the seven key building blocks to Pupil Premium success. Every member of staff is responsible for driving the 'building blocks' at Denmead Junior School.

Pupil Premium Strategic Principles

Our building blocks for tackling educational disadvantage; these aspects are monitored and reviewed by the strategy group

Whole-school ethos of attainment for all

There is a culture of high expectations for all.
There is a belief that all disadvantaged pupils can overcome their personal barriers to succeed.
Disadvantaged pupils and their families are held in high regard
Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.
The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.
Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.
Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.
Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.
Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

A Strategy Group, which includes top leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.
Self-evaluation is rigorous and honest.
The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Summary allocation of funding	
A tiered approach for 2020/21 has been used for planning the effective use of FSM Pupil Premium funding and Catch-Up Premium. References are made to sections of the school improvement plan	
Teaching and Learning	
<p>To include:</p> <p>High-quality teaching for all</p> <ul style="list-style-type: none"> - School improvement priorities and professional development - Recovery curriculum - Clarity and consistency on pedagogical approaches (Explicit instruction, scaffolding, flexible groupings and cognitive and metacognitive strategies) - Ensuring disadvantaged pupils, access & succeed and wherever possible excel across the wider curriculum <p>Effective diagnostic assessment</p> <ul style="list-style-type: none"> - Progress reviews / forensic analysis of learning gaps - Responsive use of formative and summative assessment for curriculum design and setting EOY targets <p>Supporting remote learning</p> <ul style="list-style-type: none"> - IT platforms / CPD - Effective relationships / feedback - Quality assurance <ul style="list-style-type: none"> • The Inclusion Leader works as part of the senior leadership team, SEN/Disadvantaged team and works on SEN/PP/Dis monitoring weekly. • Release of Phase Leaders to monitor SEN/PP/Dis within phase bubble and reporting time to feed back to Inclusion leader and SLT team. • Yr 3 support for integration and settling into Junior School after a 6 month break from schooling • Yr 3/4 intervention for communication and language support. • Pre-teach groups for Yr 3/4 • Training for Feedback/Metacognition and self-regulation strategies. • Release time for SEN/PP/Dis to work with SENCo 	<p>Expenditure (PP / CUP)</p>

- Release time to for Phase Leaders (AHTs) to monitor, pupil conference and observe SEN/PP/Dis
- Release time for SEN/PP/Dis Meetings.
- HQIT a priority for all SEN/PP/Dis children.
- Equipment/resources for PP/Dis children with SEND
- CPD associated with PP/Dis and specialist provision for some of the disadvantaged children, including HIAS support, SEN advisors, Specialist Teacher advisors and LLP
- SENCo time to support disadvantaged SEN
- TA support for disadvantaged in classes
- HLTA working with Year 6 Maths sessions
- Booster groups Year 6

Targeted Academic Support

To include:

High quality one to one and small group tuition (Teachers and teaching assistants)

Planning for pupils with SEND

Planning for pupils with an EHCP

- Teacher release time for planning and supporting on line home learning
- Use of online learning platforms such as class Dojo
- Solent Maths Hub –release time and supply cover for teachers and Maths Leader (AHT) to work on Mastery Maths project
- Release time and supply cover for teachers to work on the Reading Project
- Smaller groups for targeted support linked to Individual Provision Maps
- Toe by Toe, Dyslexia screening, Diagnostic tests.

Expenditure

Wider support strategies (Emotional, social and behavioural support & Enrichment)

To include:

Supporting pupils’ social, emotional and behavioural needs

- **Adaptations to PHSCE curriculum**
- **Individual / group interventions supporting emotional well being**
- **Positive behaviour strategies**

Expenditure

<p>Communication with and supporting parents</p> <ul style="list-style-type: none"> - Maximising attendance and reducing persistent absences - Partnerships in learning <p>Enrichment (Limited during Covid restrictions)</p> <ul style="list-style-type: none"> - Access to clubs, residentials, sign posting to clubs outside of school - Opportunities to enhance cultural capital through virtual experiences, forest school provision, local visits and trips and explicit teaching 	
<p>Total Expenditure</p>	

COVID-19 lockdown phase

Attendance in school; childcare provision was offered to all key worker families and vulnerable pupils.
 Home learning; this was provided for pupils not attending.
 Safeguarding; weekly vulnerable returns were submitted to LA; inclusion leaders / DSL worked effectively with external agencies
 Support to vulnerable families; free school meals were provided, keep in touch e mails and regular phone calls were made.

Reintegration June/July 2020

- Risk assessments were completed for pupils with EHCPs and regular communication was established with parents
- Catch up planning for Year 6: Revisited prior learning, a focus was to challenge pupils to remember and apply, and secure levels of fluency and accuracy previously attained. Alongside preparing the pupils for Secondary School.
- Year 5 Pupils were invited in for 2 sessions a week for catch up learning and monitoring.
- Home learning, fluency in reading and mathematics were central but a wider curriculum was still proactively promoted.
- July; transition information: this included summative assessments from pre COVID-19. Plus, all pupils were given an opportunity to meet their new teacher for a short session in small groups. Year 2 pupils transitioning to year 3 were offered 2 sessions to familiarise themselves with the school and meet their teacher – again in groups of less than 15. All vulnerable and SEN pupils were offered to extra transition sessions 1:1 with their new class teacher – parents of these children offered the opportunity to meet the teacher informally outside.

Recovery curriculum planning – September 2020

- Catch up planning for pupils that did not attend school in summer term: teaching teams realigned the catch up coverage with the new year's curriculum so that it is sequential and progressive; there is an expectation that pupils catch up fully in the academic year 2020/21
- Recovery planning; this involves revisiting key learning from previous year's curriculum, rapidly close the most vital 'learning gaps' in knowledge and skills, teach coverage not taught or not taught in sufficient depth.
- Interventions; targeted support will be offered using Catch Up Premium – see separate plan

Key barriers and rationale for Pupil Premium priorities

Some disadvantaged pupils are affected by:

- 21% of PP pupils also have SEND difficulties.
- Small numbers of PP pupils have attendance below 95%.
- One of the biggest barriers for children can be the poverty of expectation
- Some children relocate regularly therefore aspects of education are inconsistent (high turbulence)
- Some children do not access or have limited support for home learning.
- Some children do not have access to Wi-Fi at home so are unable to access online home learning
- Some children require lots of additional emotional support to start the day well, including friendship support
- Poor attendance and regular late arrivals adversely affect learning through missed sessions.
- Some disadvantaged children do not come to school with suitable clothing including PE kits, shoes, jumpers and raincoats.
- Some disadvantaged pupils need support to develop their vocabulary, spellings and handwriting.
- Gaps in phonic knowledge (EYFS, KS1)
- Some PP pupils have weak Metacognitive skills and their self-regulation needs developing.
- PP children can start school with poorer language and communication skills than non - pp children.
- Some PP children can lack the space at home to carry out daily homework and/or quiet reading activities
- A small percentage may lack the basic resources such as food, heat and consistent adult care
- Some may not have the rich life experiences their peers arrive at school with.
- Some PP may not have developed the skills required to modify their behaviour and/or emotions or not had the experience of adults modelling coping strategies

School Improvement Plan 2020/21 priorities for disadvantaged pupils (*Extracts from SIP that directly impact on PP outcomes; reference relevant sections / headlines*)

1. Ensure teaching remains consistently effective across the school, so that:
 - Teachers’ plan work that enables pupils to build on their prior learning
 - Pupils, especially those who are not-on-track, make strong progress
 - Ensure quality of teaching & learning is consistently ‘Good’ or better
2. Improve the proportion of disadvantaged pupils achieving ARE and at greater depth of learning in reading, writing and mathematics
3. To ensure that all children read regularly and with increasing skill
4. To support and hold teachers to account for securing the strong progress of disadvantaged pupils and pupils with SEND through class based interventions
5. To ensure that the ‘recovery’ curriculum is clear, consistent and sufficiently ambitious, leading to focussed impact
6. Subject leaders to ensure assessment in the wider curriculum is used purposefully to support and challenge all pupil groups to secure and deepen their learning
7. Ensure the strategic monitoring of safeguarding tightens processes so that leaders and governors are confident, and can evidence, that safeguarding is effective through the organisation

The impact of 2019/20 pupil premium priorities and outcomes

Teaching and learning
Write a brief narrative on how teaching and learning has strengthened
A succinct summary of how the curriculum intent and implementation have strengthened (EYFS Phonics KS1 and KS2)
 The impact of last year’s pupil premium priorities and outcomes Teaching and learning PP achieved lower results than Non PP in Reading Writing and Maths in KS1. However, with only 2 PP children in the year group this equals 50% per child One of the two PP in Year 2 is on the SEND register and was close to ARE 21% of the PP children are also on the SEND register Progress across the school @ March data drop, shows that PP made Good or Outstanding progress. Writing in KS1 and Year 6 exceeded Non - PP progress Reading and Mathematics exceeded Non - PP progress in KS2 Reading, Writing and Maths met or exceeded Non - PP in Year 6

Targeted academic support
A summary of programmes that have had an impact e.g booster classes, pre teaching etc
 The Year 6 children were given dedicated time to start preparing for SATs in their smaller groups and once we moved to Bubble School during Lockdown we were able to prioritise our Year 6 children by inviting them to continue their learning and preparation for transition to Secondary School. The Year 5

children were also then given targeted learning time 2 days a week. All Key worker and vulnerable children in school followed a programme of learning to ensure their individual and collective needs were met.

Pre-lockdown.

Pre-teach and catch up learning in all year groups for our PP and Service children enabled children to feel more confident in their learning during class time and were able to generally progress with the rest of their peers. Groups are always flexible to ensure the needs are met as and when they arise. This all enabled children to be challenged in their areas of strength.

Emotional, social and behavioural support

Emotional, social and behavioural support was maximised to ensure we could meet the rising need throughout the school. The Inclusion Leader was actively involved in supporting key children and providing extra support and training for staff. We had heavy involvement from PBs to ensure we were meeting the needs of children effectively and enhancing the provision both in and out of the classroom. They also provided further training to support staff with Thrive assessments. General behaviour throughout the school has significantly improved, but there was a need to support staff covering classes that were not with their own children. We provided a resource room staffed by an SLT member to work with children who found it difficult to cope in class with a change of teacher on PPA afternoons. There was a programme in place for any children needing support with morning transitions.

- Attendance Overall attendance for PP pupils in 2019-20 to the 26th March was 96.7% with no children under 95%. This is the second year in a row overall attendance has improved; it now exceeds the whole school target of 96.5%. We will continue to reward good attendance by encouraging classes, year groups and the school as a whole to 'earn' extra free choice time or outside play when the attendance hits 100%.
- Exclusions No PP children have been excluded this year.

Enrichment

Access to visits / clubs

Opportunities to develop cultural capital are maximised. Examples include:

Identified PP and Service children have benefited from financial and adult support to ensure they are included in a range of enrichment opportunities. Including: Sports and sporting events to help self-discipline, Arts to encourage individuality, Music to explore expression, yoga and mindfulness to encourage self-awareness alongside a wide and varied curriculum of lessons and activities. Children have also had access to Forest School, with an increasing number of our PP children taking up the offer of a funded place in the after school Forest School Club. Under normal school conditions – pre-Covid there were also a huge range of opportunities to represent the school and develop leadership opportunities such as House Captains.

Attainment KS2 (2020) Disadvantaged Pupils (PP / PP non SEN / PP & SEN)

There were no statutory assessments in summer 2020 due to COVID-19 pandemic. Teacher assessments were used in transition so that new teachers could effectively plan the recovery curriculum. These were based on likely attainment based on March assessments prior to school closure / lockdown.



Phase Group Targeted Support Spending	
Lower phase Year 3/ 4	Phonics and Guided Reading groups/1:1 Toe by Toe and Word Wasp Programme Hand Gym and Handwriting groups Number Box Dyscalculia Solutions Pre-teaching/Surgery groups to address misconceptions Write from the start Breakfast Maths Personalised behaviour/reward plans First Class at Number Intervention Precision teaching for spelling Morning Transition Break/lunch medical support ELSA 1:1 and MY Time groups
Upper phase Year 5	Daily small targeted reading/SPAG/maths groups Hand Gym Morning calibration/transition 1:1 Toe by Toe and Word Wasp Programme Focused writing groups Transition support First Class at Number Dyscalculia Solutions Precision teaching for spelling 1:1 1:1 reading Pre-teach/Surgery groups to address misconceptions from the day ELSA 1:1 and MY Time groups
Upper phase Year 6	Daily focus group SATs prep sessions Toe by Toe and Word Wasp Programme Focused writing groups Focussed fractions groups SPAG intervention groups Small targeted reading Breakfast Maths, Homework club Pre-teach/Surgery groups to address misconceptions from the day Optional drop in sessions Dyscalculia Solutions Break/lunch medical support ELSA 1:1 and MY Time groups, transition support



Additional Whole School Support Spending

- ELSA 1:1
- MY Time support
- Breakfast Clubs and After School Clubs
- Homework Club
- TA/HLTA training
- Resources
- School Uniform
- Subsidising Day Trips /Residential Trips
- Staff Training
- EP Service Level agreement
- Inclusion Leader and SENCO leadership time
- HLTA/TA Class Support 1:1/Group
- Behaviour Support 1:1
- Pupil Progress Meetings/Peer Coaching/Learning Walks
- Outside Agency Meetings - release time
- Learning Walk - release time
- EEF Project- Achievement for All
- SPP – Schools Partnership Programme training
- Work with EMTAS to support traveller children and other minority groups