

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 2021 the decision was taken to move away from the mixed age classes and back to separate year 3, 4, 5 and 6 year groups, whilst still maintaining the Upper School and Lower School Phases. From September 2021 the School has been divided into 3 small schools each consisting of 4 classes, one for each year group. This is created with the aim to build on a culture of shared responsibility with empathy, understanding and kindness for others and to help combat the impact of Covid and the amount of time children had out of school during the Lockdown and partial school closure period.

Mr Clarke, the Head Teacher, leads a team of highly motivated and skilled staff, with the support of 2 assistant heads (One Upper School Phase Leader and one Lower School Phase Leader) alongside the rest of the SLT Team (Inclusion Leader and Curriculum Leader).

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

Building Success Inspiring Curiosity

Children are at the heart of everything we do at Denmead Junior School

We are committed to ensuring that children:

- Are healthy, confident, resilient and happy
- Have empathy, understanding and kindness for others
- Have good learning behaviours and skills in reading, writing and maths
- Are socially skilled and communicators in all forms

We will do this by:

- Delivering growth mindsets for lifelong learning
- Delivering a relevant, inspiring and diverse curriculum, adapted to ensure all individuals grow
- Delivering high-quality, inclusive teaching every day, to all pupils
- Having aspirational expectations in all areas of school life

We encourage all children to adopt the Learning Powers of RESILIENCE, REFLECTIVENESS, CO-OPERATION, CONCENTRATION and CURIOSITY, whilst modelling and teaching the values of PRIDE – Positivity, Respect, Inspiration, Determination and Excellence.

In doing so, every child will have the opportunity to flourish and thrive, creating happy memories that will last a life-time and prepare them, not only for their next stage, but for life.



Glossary of Key Terms:

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

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 2021/22:

- £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)
- £1,600 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 2021/22 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. 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.

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	2021 - 22	Number on Roll	346
Total number eligible for PPG (Pupil Premium Grant)	49	Total amount of PPG received	£64,070
Number of Pupils eligible for FSM PP	40	Amount of PP for FSM	£53,800
Total number of Pupils eligible as Service children	18	Amount of PP for Service children	£5,580
Total number of pupils eligible for Pupil Premium Plus (Children in care/Children adopted from care)	2 PLAC 5 LAC	Amount of Pupil Premium Plus	£4,690

N.B This is the figures as of the 1st September 2021. The numbers do change as the year progresses, but the funding is calculated according to the figures on that date.

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 2021/22 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, and leads the SEN/Disadvantaged team. SEN/PP/Dis monitoring is done weekly. • Release of Phase Leaders to monitor SEN/PP/Dis within phase group and reporting time to feed back to Inclusion leader and SLT team. • Yr 3 support for integration and settling into Junior School after 2 years fragmented schooling • Yr 3 and Yr 4 intervention for social, emotional and mental health support • Yr 3 and Yr 4 intervention for communication and language support • Pre-teach and catch up groups for Yr 3 and Yr4 • Yr 5 and Yr 6 intervention for social, emotional and mental health support • Catch up groups for Yr 5 and Yr 6 	<p>Expenditure (PP / CUP)</p> <p>To be confirmed</p>



<ul style="list-style-type: none"> • Training for Feedback/Metacognition and self-regulation strategies. • Release time for SEN/PP/Dis to work with SENCo • 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

<p>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</p> <ul style="list-style-type: none"> • Teacher release time for planning and supporting on line home learning as and when needed • 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 • Resources such as SEN Toolkit • Smaller groups for targeted support linked to Inclusion Passports • Toe by Toe, Dyslexia screening, Diagnostic tests • Tailored timetable and personalised curriculum for EHCP children with exceptional band high level needs • Adapted curriculum tailored to meet all individual needs and tailored to each specific need as well as strength 	<p>Expenditure To be confirmed</p>
--	---

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

<p>To include: Supporting pupils’ social, emotional and behavioural needs</p> <ul style="list-style-type: none"> - Adaptations to PHSCE curriculum - Individual / group interventions supporting emotional well being - Positive behaviour strategies 	<p>Expenditure To be confirmed</p>
--	---

Communication with and supporting parents

- Maximising attendance and reducing persistent absences
- Partnerships in learning

Enrichment (Limited during Covid restrictions)

- 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
- Every class completes 2 units of Outdoor Learning per term
 - Monday morning Ocean Room club for transition into school
 - Ocean Room time
 - ELSA
 - MY Time (self-regulation strategies, breathing techniques, and calming techniques including yoga based exercise, mindfulness and time to reflect)
 - PDL taught daily in a variety of contexts as well as weekly discretely
 - All classes have worry boxes and gratification boxes
 - Funded places for forest School, Rock Steady and rap around care during term time and holidays

Total Expenditure

To be confirmed

Reintegration September 2021

- Risk assessments were completed for pupils with EHCPs and regular communication is established with parents
- Catch up planning for Years 4 - 6: Revisited prior learning, a focus on challenging pupils to remember and apply, and secure levels of fluency and accuracy previously attained. Alongside preparing the pupils for their current year’s learning.
- Secondary School preparation for year 6 and support for parents in the process.
- Year 5 and Year 6 pupils have now been separated into discrete year groups to ensure each year has every opportunity to secure the learning relevant to their stage in the school
- 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 sessions to familiarise themselves with the school and meet their teacher. All vulnerable and SEN pupils were offered extra transition sessions with their new class teacher – parents of these children offered the opportunity to meet the teacher for transition meetings supported by the Infant School.

Recovery curriculum planning – September 2020

- Catch up planning for pupils that did not attend school in summer term of 2020 and for a significant part of 2020 - 2021: 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 will catch up during the academic year 2021/22 but with a recognition that recovery work will need continue to be monitored and assessed and adapted as needed.
- 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:

- 17% of PP of current 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 2021/22 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 post-covid 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 2020/2021 pupil premium priorities and outcomes

Teaching and learning

The impact of last year's pupil premium priorities and outcomes for Teaching and learning. PP achieved comparable results, when analysing the progress from KS 1 to end of year, in some cases the PP children did better than the non PP. There were no more than 2 PP children in any cohort that did not make at least expected progress or better. In some year groups there were 1 or 2 PP children making exceptional progress and in some case that led to achieving at GDS. In Year 6, all of the children in the year group, except two (one PP, one non PP), made at least expected progress. This suggests the targeted support for Year 6 was very effective in raising outcomes for all. In Year 3 the percentage of PP making expected progress was greater than Non PP for writing. In Year 5 a greater percentage of PP children made at least expected progress than non PP children in writing, with one child making better than expected progress (which presents as a higher percentage than non PP).

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 we remained working in our year group Bubble after Lockdown so we were able to prioritise our Year 6 children's needs whilst still providing the appropriate teaching for our year 5s to enable them to start their catch up process. All Key worker and vulnerable children were invited into school and followed a programme of learning to ensure their individual and collective needs were met. Any children not in school were provided for through dedicated teacher online learning times daily and more vulnerable families or those in need of technology support were provided with Laptops.

Pre and post-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 was very good, but there was a need to support staff covering classes that were not with their own children. We provided support through additional support staff available to support key children and 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.

- 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 would normally be a huge range of opportunities to represent the school and develop leadership opportunities such as House Captains, sports Leaders, School councillors, Librarians and Happiness Ambassadors.

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

There were no statutory assessments in summer 2020 & Summer 2021 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.

1. Future attainment gaps (for pupils eligible for PPG)	
In-school gaps (issues to be addressed in school, such as poor oral language skills)	
A.	In each year group there is a small number of pupils eligible for the pupil premium grant, there are some identifiable common gaps such as the impact of COVID 19, however we still need to ensure each pupil's unique circumstances are identified and addressed through individualised provision.
B.	Key systems, including accountability, need to maintain strength and momentum to ensure the individual needs identified and supported.
C.	Increase the aspirations and expectations of the vulnerable children including engagement in extra-curricular activities and opportunities for
2.External gaps (issues which also require action outside school, such as low attendance rates)	
A	Sustainable and ongoing parental engagement.
B	Sustainable and ongoing engagement in clubs and activities.
C	Engagement with the wider community.
3.Desired impact (and how it will be measured)	
Teaching and whole School Strategies	Impact
<p>Inclusion Team (inclusive of DSL, DDSL, HT, AHT's and Curriculum Lead and associated Governors) to meet regularly to ensure a shared understanding of the gaps in learning, experience and exposure and how it impacts learning and engagement to ensure relevant information is filtered down to all staff actively involved with working with children in school.</p> <p>Continue to increase the proportions of disadvantaged pupils reaching expected and greater depth across the curriculum through further embedding independence, mastery and developing metacognition.</p> <p>All children will engage in a rich curriculum whilst attending a wide range of clubs to broaden their experiences and parents given information on how to access these clubs and activities beyond school.</p> <p>Continue to strengthen parental engagement through ongoing structured conversations and regular opportunities to 'stay and play' and get involved in children's learning – Covid permitting.</p>	<p>All staff will have a greater awareness of how the impact of lack of experience and exposure to experiences can affect understanding and ability to engage fully with an activity. They will feel empowered to be creative in fulfilling that gap whilst continuing to set SEND and disadvantaged pupils regular personalised targets based on learning needs and where necessary in relation to the scroll back system or the DJS Assessment System.</p> <p>Planning will outline the HQIT (High Quality First Teaching) for these learners and it will be informed by the Pupil Progress Meetings, the DJS Scroll back system, our Pupil Premium Passports and IPMs.(Individual Provision Map)</p> <p>All classes are on track to meet agreed performance management data for groups of learners – including the disadvantaged. Targets for individual cohorts range from 33% to 85% to achieve ARE at the end of the year, dependant on cohort and subject area.</p> <p>Increase the number of families engaging in 'Structured Conversations' and stay and play mornings leading to greater home school communication.</p> <p>A greater range of clubs and experiences available. SEND and Disadvantaged children are engaged in activities beyond the classroom, with a greater proportion of those children continuing to engage both in and out of school time.</p> <p>Parents will express a trust in the school and will feel more supported and able to engage with staff and the opportunities to come in to school and get involved.</p>



Phase Group Targeted Support Spending					
Lower phase Year 3/ 4	Morning calibration/transition 1:1 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 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 – THRIVE time Woodland time Ocean Room Individual physiotherapy	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 THRIVE time Woodland time Ocean Room	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 Pre-teach/Surgery groups to address any misconceptions from the day Optional drop in sessions Dyscalculia Solutions ELSA 1:1 and MY Time groups, transition support

Additional Whole School Support Spending
After School Clubs 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 Subsidising snacks/breakfast Break/lunch medical support