Glossary of Key Terms:

HT	DHT	SLT
Head Teacher	Deputy Head Teacher	Senior Leadership Team
LA	SEND	SENDCo
Local Authority	Special Educational Needs and Disabilities	Special Educational Needs and Disabilities Co-ordinator
HQIT	FACE	PPG
High Quality Initial Teaching	Feedback, Autonomy, Challenge and Engagement levels	Pupil Premium Grant
ARE	EOY	HAM
Age Related Expectation	End of year	Hampshire Assessment Model

Denmead Junior School, judged as 'Good' by Ofsted in Spring 2016, 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 5 classes of mixed year 3 and 4 and an upper school with 5 classes of mixed year 5 and 6 children. This will be reviewed after every 2 year cycle. Mrs Elaine Viner, 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/Designated Teacher for Children in Care) takes a lead responsibility for Inclusion and SENDCo, 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).

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.

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)

We have high aspirations for our children and we focus upon the learning values of resilience, reciprocity, reflectiveness and resourcefulness and encouraging growth mindsets. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that our children are given every chance to realise their full potential. We believe that one of the biggest barriers for children can be the poverty of expectation as well as the lacking of key skills, therefore we are determined to create a climate that does not limit a child's potential in any way.

Denmead Junior School has below average percentages of children entitled to free school meals (FSM), Children in Care (CIC) and children from Service Families (SF). We are committed to ensuring that all pupils achieve well and make good progress, including children who may be disadvantaged and in receipt of Pupil Premium funding and our other pupils who may be vulnerable or have special educational needs/disabilities (SEND). We believe there is no "one size fits all" so it is essential we identify individual gaps in order to provide personalised targeted support so that our children can flourish. Pupil Premium funding represents a proportion of our budget and we are committed to ensuring it is spent to maximum effect.

Total number of pupils on roll	283
Total number of pupils eligible for PPG (Pupil Premium Grant)	50
Total number of pupils eligible as Free School Meals (FSM)	34
Amount of PPG received for FSM	£54,880
Total number of pupils eligible as Service Children	16
Amount of PPG received for Service Children	£4,800
Total number of pupils eligible for Pupil Premium Plus (Children in care / Children adopted from care)	3
Amount of Pupil Premium Plus	£3574
Total Amount of PPG received	£53,254
Total amount of PPG Spent	£91,185

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 no common gaps therefore each pupil's unique circumstances are identified and addressed through individualised provision.
B.	Key systems, including accountability, need to continue to be strengthened to ensure the individual needs identified are even more targeted.
C.	Increase the aspirations and expectations of the vulnerable children including engagement in extra-curricular activities

2.External gaps *(issues which also require action outside school, such as low attendance rates)*	
A	Parental Engagement
B	Engagement in clubs and activities

3.Desired outcomes *(Desired outcomes and how they will be measured)*	**Success criteria**
Increasing the proportions of disadvantaged pupils reaching expected and greater depth across the curriculum through further embedding independence, mastery and developing metacognition. All children will engage in a rich curriculum whilst attending a wide range of clubs to broaden their experiences. Ensuring disadvantaged pupils make strong progress and a greater proportion achieve or exceed ARE. Strengthen parental engagement through ongoing structured conversations and regular opportunities to 'stay and play' and get involved in children's learning.	Pupils with SEND and disadvantaged pupils will have regular personalised targets based on learning needs in relation to the scroll back system or the DJS Assessment System. 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) 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. Increase the number of families engaging in 'Structured Conversations' and stay and play mornings leading to greater home school communication. A greater range of clubs and experiences available. At least 90% of SEND and Disadvantaged children engaged in activities beyond the classroom by the Summer term

4. Actions	When	Who	Monitoring and evaluation
Baseline Learning Walk based on individual children and their levels on the FACE model. Monitoring of the planning, books, tracking systems and triangulation of evidence.	Sept 18 Each milestone	KH	Feedback to staff Report to Governors/SLT
Personalised Pupil Premium Passports and IPMs tracking individual's targets are impacting on planning, teaching and learning. Targets are used as basis for planning for individualised learning.	Each Milestone	CTs	Inclusion Leader to ensure appropriate and adequate provision is in place as well as the impact regularly reviewed Assessment leader to ensure the validity of the data that is being used to impact on the learner.
Evidence of Phase objectives covered and understanding is secure at each Milestone to ensure that children are on track to meet ARE Pre-teaching is used to support vulnerable groups. Scroll back shows that individualised targets are being planned for and met for SEND children. Upper school to have one hour a day focus on split year 5 and 6 groups to enable focus on SATs preparation and securing ARE for year 5	Each Milestone On going November onwards	All Staff Upper school staff and SLT	DHT-Analyse the data collected. Disseminate data to Governors. SLT- Create year group report for pupil groups. Inclusion Leader Triangulate evidence, advise on next steps and then monitor provision and report to Governors termly. SLT to monitor the impact and use to inform future planning
Growth Mindset Intervention to be embedded across all year groups	On going	All staff	SLT/DHT/Inclusion Leader
Metacognition staff training followed by Metacognition lead and all staff to have opportunities to observe in practice and develop into own classroom practice	Sept 18 In all classes Summer 19	J Painting All staff	DHT/HT/SLT to monitor impact
Structured Conversations	Ongoing	KH/NJ and the CTs	Inclusion Leader/HT/DHT as the School Champion

Disadvantaged pupils; 'on track' to meet individual targets on personalised profiles	At each milestone	All Staff	Inclusion Leader/ DHT/ SLT - Monitor class tracking Governor to monitor the provision and impact
Year group data analysis at each Milestone. Focus in on pupil groups. Analyse and report to Assessment leader/Inclusion Leader	On going	Phase group leaders &SLT DHT	DHT as Assessment Leader Inclusion Leader to monitor progress of vulnerable groups
Subject leaders monitor planning, books and information gathered at vertical grouping to ensure that disadvantaged pupils including CIC make strong progress and are fully supported to succeed and access a rich curriculum.	At each milestone	Phase group leaders Subject leaders Class Teachers	Curriculum Leader DHT as Assessment Leader Inclusion Leader to monitor support and impact
Disadvantaged pupils including CIC make strong progress and are fully supported to succeed and access a rich curriculum.	At each milestone	All Staff	Curriculum Leader/Inclusion Leader DHT as Assessment Leader

Subject leaders promote and embed consistent approaches and develop sustainable and high quality management systems that have clarity of expectations:
 	
   a) Formative assessment at the point of learning
   b) Summative assessments that are moderated and based on evidence in books
   c) Pupil progress meetings
   d) Accurate and incisive data analysis and action planning
Reporting positive impact to SLT and governors
	At each milestone	Phase group leaders
		
		Subject leaders
		
		Class Teachers
			Curriculum Leader
			
			DHT as Assessment Leader

Continue to develop a wider range of clubs during and after school.	Sept 18	All Staff	Inclusion Leader to monitor vulnerable group engagement
Aim for 90% SEN and Disadvantaged engagement in an area of school outside of the classroom	Summer 19	All staff	Inclusion Leader to monitor and evaluate engagement and impact

Appraisal of the staff will be more sharply focused on raising the attainment and progress of disadvantaged groups. Accountability for outcomes will be one of the three key targets during performance management. Increased regular high quality training for support staff every half term.	Every term	All support staff	Inclusion Leader/Subject Leaders Performance Management Leaders
Accelerated and sustained progress for the higher attainers in Maths and English through mastery and metacognition.	Sept 18	All Staff	Metacognition leader/HT

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 Breakfast maths
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
Growth Mindsets Project with Portsmouth University
Work with EMTAS to support traveller children and other minority groups

Impact of the previous year's spending academic year 2017-2018

	Disadvantaged Target 17-18	Disadvantaged results (teacher assessment)	Non Disadvantaged results (teacher assessment)	Disadvantaged results (teacher assessment)	Non Disadvantaged results (teacher assessment)
		% ARE and above (inc. close to)		%ARE (Age Related Expectations) and above	
Y6 Reading	5/11= 45%	6/9=86%	50/59=85%	5/9=71%	47/59=80%
Y6 Writing	4/7=57%	6/9=67%	48/59=81%	5/9=71%	48/59=81%
Y6 Maths	6/7=85.7%	5/9=71%	48/59=83%	4/9=57%	47/59=80%
Y5 Reading	7/8=87.5%	7/11=64%	50/56=89%	5/11=45%	45/56=80%
Y5 Writng	5/8=63%	6/11=55%	44/56=79%	4/11=36%	39/56=70%
Y5 Maths	6/8=75%	7/11=64%	48/56=86%	3/11=27%	38/56=68%
Y4 Reading	4/9=44%	5/9=56%	49/63=49%	5/9=56%	44/63=70%
Y4 Writing	3/9=33%	3/9=33%	42/63=67%	0	37/63=59%
Y4 Maths	4/9=44%	3/9=33%	50/63=79%	2/9=22%	47/63=75%
Y3 Reading	4/6=66.6%	3/7=43%	49/65=75%	3/7=43%	49/65=75%
Y3Writng	3/6=50%	3/7=43%	41/65=63%	3/7=43%	36/65=55%
Y3 Maths	4/6=66%	2/7=29%	50/65=77%	2/7=29%	47/65=72%

Summary of strengths and impact

- Profile of Pupil Premium continues to be successfully raised.
- All staff identify and acting upon the strengths, barriers and learning gaps of each child.
- Disadvantaged targets were met due to regular reviewing.
- Individual targets or personalised learning journeys were set for all children.
- Planning, tracking and monitoring systems continue to be streamlined and utilised to ensure positive impact on pupil outcomes.
- Outcomes for SEND children continue to improve
- Both hard and soft Data informed teaching and learning.
- Ongoing CPD ensured all staff were able to provide appropriate provision for all pupils.
- Structured Conversations continue to be used to engage parents and help them feel listened to.
- Robust and regular monitoring ensured Pupil Premium children continue to be a priority.
- The Changing Mindsets Programme continues to be embedded throughout the school.
- Metacognition is actively embraced in all classes, helping children with their thinking skills and independence.
- New technology was embraced by all staff and Ipads are having a positive impact on pupil engagement.
- Accountability for Pupil Premium children remains secured.

Total spend March 2018-2019 = £91,185

Impact in year 6: 2019 SATS results:

DJS	Reading	Writing	Maths	Combined	SPAG
Disadvantaged 12 children (2018 results)	7/12=58.3% (6/7=85.7%)	9/12=75% (5/7=71.4%)	9/12=75% (1/7=14.3%)	4/12=33.3% (0)	7/12=58.3% (6/7=85.7%)
Non-disadvantaged (54 children)	86.1%	81.4%	94.4%	75.9%	83%
Gap	-27.8%	-6.4%	-19.4%	42.6%	-24.7%