

Pupil premium strategy statement – Denmead Junior School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	345
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024, June 2025
Statement authorised by	Rachelle Tomkins
Pupil premium lead	Jo Marks
Governor / Trustee lead	Ros Owens, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,276.90
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£92,276.90

Part A: Pupil premium strategy plan

Statement of intent

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

We are committed to teaching and encouraging our children to:

Be happy, healthy, confident and resilient
Have empathy, understanding and kindness for others and themselves
Be able to show positive learning behaviours and develop a love of learning
Be socially skilled and effective communicators
Be prepared to understand, embrace and live successfully in our diverse world

We will do this by:

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

We encourage all children to adopt the LEARNING POWERS of Resilience, Self-Improvement, Co-operation, Concentration and Curiosity, whilst modelling and teaching the values of Positivity, Respect, Inspiration, Determination and Excellence - PRIDE.

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 in education but for life.

Our school motto is 'Inspiring curiosity, building success'. We strongly believe that through all our work at Denmead Junior School we are creating an environment where every child's curiosity is truly ignited and are building their future success.

We are committed at Denmead Junior School to raising the achievement, and narrowing any gaps, between pupil premium and non-pupil premium children.

In writing this strategy we have also considered the challenges faced by our vulnerable pupils and not just those eligible for pupil premium funding. These pupils may be supported by a social worker currently or in the past, are identified as having Special Educational Needs or through other areas of vulnerability such as trauma or bereavement.

Every child has differing needs. Not all our vulnerable children will be underachieving and therefore as a school we are committed to ensuring that the journey for each and every child ensures they are successful and make good progress during their time at Denmead Junior School. The children will have the necessary mind-set, beliefs and skills to ensure that they leave us ready for the next stage in their journey.

The main aim of our Strategy is to support teachers to deliver a high quality curriculum. High quality teaching has been continually proven to help narrow the attainment gap between disadvantaged pupils and their peers, whilst also allowing all pupils access to the best delivery

of lessons. Alongside this, there are a number of other strategies which will support our vulnerable pupils.

We firmly believe that every child can reach their full potential given the correct environment, support, resources and skills and it is the responsibility of the whole school community to raise the attainment of those children who are identified as socially disadvantaged.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Achieving in all 3 core subjects</p> <p>Whilst many of our disadvantaged pupils will achieve end of year expectations and end of key stage for individual subjects, a number of disadvantaged children in each year group have specific weaknesses or gaps in a particular subject which prevents them from achieving end of year/key stage expectations in reading, writing and maths.</p>
2	<p>Double-disadvantage</p> <p>Almost a quarter of our disadvantage pupils are also identified as having SEND. Additional learning and behavioural needs can impact children's progress and potential to achieve age related expectations.</p>
3	<p>SEMH</p> <p>There are increasing mental health and social and emotional needs evident across the whole school community which has been exacerbated by the Covid-19 pandemic.</p>
4	<p>Learning gaps</p> <p>Many of our disadvantaged pupils have gaps in their learning due to school closure during the global pandemic and school lockdowns which followed. This further hinders our pupils in reaching age-related expectations at the end of key stage two.</p>
5	<p>Cultural capital and experience</p> <p>The experience outside of school for all our pupils varies considerably. The experiences inside and outside of school shape pupils' expectations for the future and experiences outside of school have a direct impact to learning in school. Pupils who have a narrower range of experiences have less personal experiences to draw upon when inside the classroom.</p>
6	<p>Cost of living With the increase in cost of food and fuel, families are finding it more challenging to provide the basics and this impacts their ability to fund additional items such as school trips, school uniform etc.</p>
7	<p>Attendance</p> <p>The gap between our disadvantaged children and our non-disadvantaged children is 4.9%. Being in school is important to children's achievement, wellbeing and wider development.</p>

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
<p>To improve rates of progress and close the attainment gap in reading for our disadvantaged pupils</p>	<p>Whole school overview:</p> <ul style="list-style-type: none"> • Increased percentage of disadvantaged pupils achieving at and above age-related expectations in reading. • Reduced gap between the attainment of disadvantaged and non-disadvantaged pupils <p>At the end of each year group:</p> <ul style="list-style-type: none"> • Increased percentage of disadvantaged pupils achieving at and above age-related expectations in reading. <p>Key Stage 2 SATs:</p> <ul style="list-style-type: none"> • Increased percentage of disadvantaged pupils achieving at and above age-related expectations in reading. • Reduced gap between the attainment of disadvantaged and non-disadvantaged pupils in reading
<p>To improve rates of progress and close the attainment gap in writing for our disadvantaged pupils</p>	<p>Whole school overview:</p> <ul style="list-style-type: none"> • Increased percentage of disadvantaged pupils achieving at and above age-related expectations in writing. • Reduced gap between the attainment of disadvantaged and non-disadvantaged pupils • <p>At the end of each year group:</p> <ul style="list-style-type: none"> • Increased percentage of disadvantaged pupils achieving at and above age-related expectations in writing. <p>Key Stage 2 SATs:</p> <ul style="list-style-type: none"> • Increased percentage of disadvantaged pupils achieving at and above age-related expectations in writing.

	Reduced gap between the attainment of disadvantaged and non-disadvantaged pupils in writing
To improve rates of progress and close the attainment gap in maths for our disadvantaged pupils	<p>Whole school overview:</p> <ul style="list-style-type: none"> • Increased percentage of disadvantaged pupils achieving at and above age-related expectations in maths. • Reduced gap between the attainment of disadvantaged and non-disadvantaged pupils <p>At the end of each year group:</p> <ul style="list-style-type: none"> • Increased percentage of disadvantaged pupils achieving at and above age-related expectations in maths. <p>Key Stage 2 SATs:</p> <ul style="list-style-type: none"> • Increased percentage of disadvantaged pupils achieving at and above age-related expectations in maths. • <p>Reduced gap between the attainment of disadvantaged and non-disadvantaged pupils in maths</p>
To improve rates of progress and close the attainment gap in reading, writing and maths combined for disadvantaged pupils.	<p>Key stage 2 SATs:</p> <ul style="list-style-type: none"> • Increased percentage of disadvantaged pupils achieving at and above age-related expectations in reading, writing and maths combined. • Reduced gap between the attainment of disadvantaged and non-disadvantaged pupils
To enable those children who require additional support with self-regulation to be more successful learners.	Children are more able to focus on their learning and therefore make better progress using the skills taught within class and during ELSA sessions
To ensure that all children have a range of different experiences during their journey at Denmead Junior School.	Children will be able to draw on the additional experiences alongside their classroom learning which will inspire and develop their curiosity.
To improve rates of attendance for disadvantaged pupils.	Reduce the 4.9% gap between disadvantaged pupils and non-disadvantaged pupils.

Activity in this academic year 2023 - 2024

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: *Approximately £40,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Coaching and mentoring to ensure high quality teaching.</i></p> <p>Teachers will have a range of high quality teaching methods which will ensure that disadvantaged children will receive the correct learning journey for their needs with frequent access to the class teacher and supported by learning support assistants who receive regular training and are deployed effectively by the classroom teachers.</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</p>	<p>1, 2, 4</p>
<p>ELSA training</p> <p>To train members of staff taking on this role</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. Can lead to an additional 4 months progress</p>	<p>3,1,2</p>
<p>Staff professional development</p> <p>Regular training for teaching staff, HLTAs and LSAs by HT, AHTs and SENDCo</p>	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting.</p> <p>Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice</p>	<p>1,2,3,4,</p>

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

Budgeted cost: Approximately £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>LKS2 intervention groups To develop basic skills in reading, writing and maths.</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>Small group tuition has an average impact of 4 months progress over the course of a year. It is most likely to be effective if it is targeted at pupils' specific needs.</p>	1,2,4
<p>UKS2 intervention groups To identify and address the gaps children have and make good progress.</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>Small group tuition has an average impact of 4 months progress over the course of a year. It is most likely to be effective if it is targeted at pupils' specific needs.</p>	1,2,4
<p>LSA deployment and interventions To ensure that LSAs receive regular training in order to have the skills needed to effectively support within the classroom and to deliver targeted interventions.</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year when deployed effectively through the delivery of targeted interventions or when class teachers and support staff have training and support in order to work effectively together.</p> <p>Potential impact of 4+months</p>	1,2,3,4

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

Budgeted cost: £ *To be confirmed*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and emotional learning To ensure that children have the self-regulation skills needed to be effective learners</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	<p>3,4,2,1</p>
<p>ELSA To ensure that children who require additional support in self-regulation receive this through taught ELSA programmes</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</p>	<p>3,4,2,1</p>
<p>Trick Box To ensure that all children develop the skills in 4 key areas</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</p>	<p>3,4,7</p>
<p>School to fund access to trips, after school clubs and school uniform To increase cultural capital for pupils</p>	<p>Accessing a range of experiences increases a child's cultural capital.</p>	<p>5,6</p>

Total budgeted cost: £ *To be confirmed*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge one:

Progress made by PP children in Y6 was positive, with an increase in attainment from the previous year's end of KS2 results.

In other year groups, whilst the average attainment for PP children in maths and reading is at or above the expected standard, non PP children continue to outperform the PP children. In writing, the average attainment of PP children is working towards the expected standard.

Challenge two:

Some of our PP children also have SEND barriers as well. These are being addressed using QFT (Quality First Teaching), in class support, specific phonics/reading and maths intervention.

Challenge three:

ELSAs trained and continued to provide support. Investigated the resource 'Trick Box' as a means of supporting all children with their SEMH needs.

Challenge four:

Interventions in both English and maths delivered by HLTAs to close gaps and support learning within the classroom.

Challenge five:

All pupils who wished to attend residential and curriculum trips were able to do so and every child who wished to attend a school run club was able to do so.

Challenge six:

PP families supported during the school holidays with food vouchers and offered support with funding winter coats and additional bedding.

Challenge seven:

A new challenge added this year so no outcome based on last year

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider