

Harewood Junior School Pupil Premium:

2017/18:

At Harewood Junior School we support all of our pupils by providing high quality teaching supplemented by academic and social and emotional interventions to support vulnerable learners and their families, as needed. Specific actions, interventions and support is detailed on children's My Plans, Records of Early Help and yeargroup provision maps. The School Leadership Team and Governing Body monitor the impact of all spending and interventions, including the use of the Pupil Premium, using in-school tracking and benchmarking Value for Money toolkits.

Spending of Pupil Premium 2017/18:

Year	Pupil Premium Grant	% of pupils 1. FSM 2. eligible for PP	Projects funded or part funded by Pupil Premium Grant	Planned spend	Actual Spend
2017/18	£112,380	1. 15% 2. 28%	Pastoral support and family working	£54, 888	£161,882
			Targeted interventions for reading, writing, spellings and maths	£84,075	

Key Stage 2 results 2018

All children	Teacher Assessments			Test Results					National	
	WTS	ExS	GDS	NM	AS	HS	Av. SS	Av. Progress	AS	Av.SS
Reading	11%	89%		11.5%	88.5%	32%	107	-0.9	75%	105
Writing	9%	91%	26%				105	-0.4	78%	
SPaG	11%	89%		11.5%	90%	37%	108		78%	106
Maths	7%	93%		5%	95%	32%	108	0.0	76%	104
RWM					81%	13%	106		64%	

Groups	Girls (30)		Boys(48) (15 SEN)		SEN(19)		Pupil Premium (16)		Pupil Premium Non-SEN (10)		VCR (36)		Non FSM	
	AS	Av SS	SS	Av SS	AS	Av SS	AS	Av SS	AS	Av SS	AS	Av SS	AS	Av SS
Reading	97%	109.1	83%	104.8	68%	102.2	88%	105.1	100%	107	83%	105.2	88%	106.8
Writing	100%	107	85%	102.9	68%	99.2	88%	103.4	100%	106.3	83%	102.4	90%	104.7
SPaG	97%	110.1	83%	105.7	53%	101.2	88%	105.8	100%	108.7	83%	105.2	87%	107.8
Maths	97%	106.4	94%	107.0	79%	102.8	100%	106.9	100%	108.1	94%	105.9	94%	106.7
RWM	93%	107.5	73%	104.9	32%	101.4	69%	104.9	100%	107.4	67%	105.3	84%	106.2

Initial evaluations show that Pupil Premium children, including those with SEN, on average achieve just below All Children. However, those Pupil Premium children without SEN achieve in line with or better than All Children and better than Non-Free School Meal children. Both our FSM and disadvantaged children also perform better than their counterparts in other Gloucestershire schools .

A more detailed evaluation of the impact of spend will be undertaken in November, following the release of the ASP (DfE data evaluation package).

2018/19:

Pupil Premium Allocation: £109, 560		Total planned spend: £169,746		
Pupil Premium proposed spend per category:	Curriculum Interventions	Social/emotional Interventions	Physical Interventions	Parent Support/ Family Learning
	£106,524	£30, 186	£500 (in addition to sports' funding)	£32,536
<u>Barriers to education for our children and their families:</u>				
<p>In addition to 24% of the school having Special Educational Needs, including a number of children with Statements or Education, Health Care plans, there are 149 children on the Vulnerable Children’s register (47%). Some children and their parents have complex social, emotional and/or physical health needs, as well as significant numbers who experience or have experienced difficulties with housing, debt, domestic abuse, substance misuse, anti-social behaviour and bereavement. We increasingly need to work with children and families to overcome mental health and emotional well-being issues before we can achieve effective learning and better engagement in education, including those children who have behavioral needs due to trauma, medical and psychological difficulties and those children who have previously been permanently excluded from other schools. Public Health England three year data shows that just over a third of children are classed as overweight and we know from engagement with children and families that in some cases, children’s diets are poor, their food choices are limited and their eating habits do not promote physical or emotional health. We have a growing number of families with English as an additional language and this impacts the child's ability to access the curriculum and the families' abilities to engage in their child's education. For some of our parents, engagement in their children’s education is hindered by their own negative educational experiences as a child, as well as by their current or previous circumstances.</p>				
<u>How we overcome these barriers and minimise the impact:</u>				
<p>Harewood Junior School is an Achievement for All Lead School and we support all of our pupils to do the best they can. We do this by providing high quality teaching supplemented by interventions to support vulnerable learners, as and when required.</p>				
<u>Curriculum Interventions:</u>				
<ul style="list-style-type: none"> • RAPID phonics, reading, writing and maths • Group reading and maths interventions • Individual reading interventions: Dancing Bears etc • EAL interventions for children, focusing on phonics, vocabulary, reading and comprehension • Breakfast Reading Group for targeted children • Reading and Maths Booster groups for targeted children • Maths Club for targeted children • Therapeutic Story writing – emotional literacy • Language for Thinking • Facts4life • Homework club • Review of PHSCE Curriculum to include PINK curriculum, Policy, Key Skills and assessment • All staff trained on improving outcomes for ASD children • Leading the cross-agency working party on Digital Futures- Impact of technology/ social media on emotional well-being • E-safety programme of work delivered to children and parents • E-safety assemblies • Mastery in Maths - national project to develop deeper understanding in maths • Training to improve TAs’ knowledge and understanding of grammar and syntax to improve delivery 				

Pastoral/ Emotional well-being Interventions:

- Social Skills Groups
- Mindfulness – individual, group and whole class
- Meditation assemblies and workshops
- Two day Mental Health First Aid training for the Pastoral Team and PHSCE Lead
- One day Mental Health training for all staff
- Be a Superhero
- Body Image training for Y6 staff and LSM
- Suicide prevention training for LSM
- Relaxation classes
- Self-harm training for the Pastoral Team
- Involvement in Health, Harmony and Hamlet project
- Play therapy – individual children
- Play Nurture Groups x four (for more able anxious children)
- 1:1 mentoring
- Friendship programme delivered in Y3 and Y4 classes and bespoke intervention in small groups
- Individualised work with children and their parents to improve attendance
- Bereavement counselling
- Anger management and understanding emotions work
- All about me work
- Keeping safe work
- Mood Monsters - Lego therapy
- Team-teach training, Attachment Disorder awareness and Pathological Demand Avoidance training for all staff
- Commissioning of outreach and in-reach services from Special Schools and Alternative Provision
- Restorative Practice Pilot School.

Physical well-being Interventions:

- Let's Get Cooking
- Smoothie Bike sessions for all children
- Demonstration cooking with taster pots to widen children's experience of food
- Themed food days in school
- Cookery club and Change4life club for targeted children
- Subsidised fruit, toast and fruit pots at breaktime
- Healthy lunchbox project
- Cross-agency working with school nurse and health to address health issues, including weight
- Counting Sleep project
- New sports clubs: Cross-country, Hockey, Tennis, Cheerleading, Gymnastics, Catch-ball, Dance, Multi-skills
- Silver Sportsmark award
- Rolling programme of training and re-training for Emergency First Aid in School, so that all staff are trained.
- Update training on Anaphylaxis and Asthma for all staff
- New staff trained and delivering FIZZY intervention
- Get Active TA leading lunchtime activities
- Pedometers for all children to increase levels of activity
- Involvement in Gloucester Old Spot Challenge - virtual walk from Land's End to John o' Groats

