

Harewood Junior School Pupil Premium:

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 2019/20:

Pupil Premium Allocation: £116,160		% of school eligible for PP - 27.41%		Total planned spend: £173,712	
Pupil Premium proposed spend per category:	Curriculum Interventions	Social/emotional Interventions	Physical Interventions	Parent Support/ Family Learning	
	£107,200	£33,178	£3,728 (in addition to sports' funding)	£29,606	

Despite the partial closure due to the COVID-19 pandemic on 23rd March, 2020, all of the provision in Autumn 19 and Spring 20 was fully implemented and much of the provision in the summer was continued, either face-to-face for those children in school or virtually for those at home. We also saw an increase in our pastoral provision especially to support children and families' emotional well-being along with the provision of our own weekly food parcels, when the offer from our caterer had limited take-up by parents.

Key Stage 2 results

Due to the cancellation of KS2 SATs in May 2020, there are no official results for the outgoing Y6 cohort. However, using the latest assessment data for these children at the point of closure (ie their performance in previous years' SATs papers that we use periodically through the autumn and spring of Y6) and the historic trends in progression for children with similar results at this point in the year, Y6 teachers were able to make accurate predictions of children's performance. These Teacher Assessments were submitted to Fischer Family Trust, a nationally recognised data analysis tool, for comparison against performance in other schools.

Data submitted to and analysed by FFT:

2020	Teacher Assessments			Latest Test Results and predictions					National FFT	
	WTS	ExS	GDS	NM	AS	HS	Av. SS	Av. Progress	AS	Av.SS
Reading				7%	93%	44%	108.1	+2.8	79%	105
Writing	11%	89%	26%				107.7	+2.1	76%	105
SPaG				8%	96%	35%	108.2		76%	107
Maths				4%	94%	36%	107.6	+2.2	78%	105
RWM					85%	21%	107.9		70%	106

Groups:

	Girls (38)			Boys(34) (8 SEN)			SEN(16)			Pupil Premium (26)			Pupil Premium Non-SEN (18)		BME		Non FSM		
	AS	Av SS	VA	SS	Av SS	VA	AS	Av SS	VA	AS	Av SS	VA	AS	Av SS	AS	Av SS	AS	Av SS	VA
Reading	97%	109.2	+3.3	91%	106.8	+2.2	73%	101.7	+2.8	88%	106.7	+2.6	94%	108.8	100%	109.0	98%	109.2	+2.9
Writing	97%	109.1	+2.6	82%	106.4	+1.4	60%	102.1	+2.2	85%	106.2	+1.7	100%	106.3	100%	109.0	93%	108.7	+2.3
SPaG	100%	109.5		94%	107.2		87%	102.6		92%	107.0		94%	110.5	100%	107.7	100%	109.2	
Maths	97%	107.6	+1.4	94%	107.8	+3.1	100%	104.5	+4.5	96%	106.5	+2.2	94%	108.7	100%	105.7	96%	108.4	+2.2
RWM	89%	108.6		79%	107.3		63%	103.1		81%	105.7		94%	107.7	100%	107.3	90%	108.8	

These 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 Non-Free School Meal children. Both our FSM and disadvantaged children also perform better than their counterparts in other schools nationally.

2020/21:

Pupil Premium Allocation: £118,672		% of school eligible for PP - 27.41%		Total planned spend: £183,290	
Pupil Premium proposed spend per category:	Curriculum Interventions	Social/emotional Interventions	Physical Interventions	Parent Support/ Family Learning	
	£119,378	£36,155	£1,654 (in addition to sports' funding)	£26,103	

Barriers to education for our children and their families:

In addition to 22% of the school having Special Educational Needs, including nine children with Education, Health Care plans, There are 170 children on the Vulnerable Children's register (49.7%) and 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.

How we overcome these barriers and minimise the impact:

Harewood Junior School is an Achievement for All Lead School. We gained Quality Mark status in March 2012 and Lead School status in March 2014. We were re-accredited in March 2017 and are now the first school locally to be re-accredited for the second time in 2020. We work hard to 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. We are a Restorative Practice School as well as a Trailblazer school, working with Mental Health services to improve pupils' emotional well-being. We are in our second year of being involved in the Timpson Trauma-informed Practice Research Project with Oxford University.

In addition to the interventions below, this academic year, we are providing extra booster lessons for children who now have gaps in their learning because of the varied engagement in our online learning during the COVID-19 pandemic.

Curriculum Interventions:

- 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
- RT=RP Book Club for targeted children, incl. providing each child in the group with their own copy of the books,
- Reading and Maths Booster groups for targeted children
- Smaller teaching groups across Y6 to deliver maths curriculum specific to each group's needs
- Fun with numbers – parent and child taster session for all families and 6 week course for targeted families
- Therapeutic Story writing – emotional literacy
- Language for Thinking
- Yeargroup Homework clubs
- Incorporation of PHSCE Curriculum (including PINK curriculum) into PE, Science, RE, Art, English and History
- All staff trained on improving outcomes for ASD children, children with ACEs and impact of trauma on learning
- Leading the GSP working party on Digital Futures- Impact of technology/ social media on emotional well-being
- E-safety programme of work delivered to children and parents, including assemblies
- Mastery in Maths - national project to develop deeper understanding in maths
- Whole school subscription to TTRockstars – online times tables programme to enable children to practise at home as well as at school
- Training to improve TAs' knowledge and understanding of QFT and specific intervention techniques/approaches.

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 Leads
- One day Mental Health training for all staff
- Be a Superhero
- Body Image training for Y6 staff and LSM
- Suicide prevention training for pastoral team and TAs
- Team-teach training, Attachment Disorder awareness and Pathological Demand Avoidance training for all staff
- Trauma informed practice training for all staff to be followed by Emotion Coaching and Resilience training during this academic year
- Self-harm training for the Pastoral Team
- Involvement in Health, Harmony and Hamlet project
- Relaxation classes
- Play therapy – individual children
- Play Nurture Groups x four (for more able anxious children)
- 1:1 mentoring
- Friendship programme delivered across all yeargroups this year 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
- Play Happy therapy
- Commissioned therapy from EPS and ATS – Sand tray therapy, Story Links and Video Interactive Guidance
- Commissioning of outreach and in-reach services from Special Schools and Alternative Provision
- Restorative Practice School.
- Joint work with Primary Mental Health Practitioners through the Trailblazers' Project
- Training for all staff and specialist training for Pastoral on Trauma informed Practices, Attachment Disorder, PDA, Emotional Intelligence, Emotion Coaching, Building Resilience through EPS
- Emotion Coaching work with children
- In-school 1:1 mentoring

Physical well-being Interventions:

- Let's Get Cooking & Come dine with me - targeted clubs
- Feed your family well for less – parent and child cookery courses
- Mindful eating and individual work with children to widen their food repertoire
- 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
- Sports clubs: Cross-country, Hockey, Tennis, Ballroom dance, Gymnastics, Dance, Multi-skills
- Daily Mile ends every lunchtime
- Five Star Movers targeted intervention and club
- Healthy Active Lifestyle days for every yeargroup – one per half-term
- 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 local and national initiatives such as Gloucester Old Spot Challenge - virtual walk from Land's End to John o' Groats; Daily Mile Big day etc

Parenting Interventions (Face to face sessions are COVID-19 dependent, but virtual sessions for most interventions are already in place):

- Parent and child sessions for Mental Arithmetic, Maths lessons, reading together and e-safety.
- E-safety, Maths and reading workshops for parents/carers in the afternoon
- Weekly EAL lessons for parents and carers
- Weekly coffee morning with parenting support
- LSM, Assistant Head and Headteacher act as key workers to support children and their families
- Direct support with Housing and referrals to specialist support agencies
- Direct support with Debt and referrals to specialist support agencies
- Referrals to specialist agencies for support around mental health, emotions and anger management
- Six week Parenting course delivered in school - Time Out for Parents - each term and 1:1 support via telephone and video calls currently
- Money Management course for parents - each term and 1:1 support via telephone and video calls currently
- Counting Sleep project- each term and 1:1 support via telephone and video calls currently
- Homework project and 1:1 support via telephone and video calls currently
- Adult literacy and numeracy with Adult Education – currently online learning
- How to help your child be Happy leaflet produced by working group of parents and headteacher
- Emotion Coaching for parents and carers – EPS workshops commissioned by school
- Change one thing/Healthy eating and living workshops for children and their families

The Pastoral Team provide individual and small group support for a number of families and we work as part of a multi-agency approach with a range of outside agencies. Our LSM and CiC TA provide 1:1 pastoral support currently for children who are particularly vulnerable or as requested by parents and/or staff.

As an AfA lead school, structured conversations for our SEN and Vulnerable children have been key in better parental engagement and joint-working with families to improve outcomes. Instead of face-to-face sessions, these are currently by video calls due to COVID-19. Feedback from parents is that they actually prefer this as it is easier for them to attend if they have work commitments.

Parents' evenings and structured conversations have been very well-attended (98%) because we actively encouraged parents by giving different ways of booking the appointment and chasing them if they haven't contacted us. Where parents were unable to attend on the given dates, staff made separate arrangements to ensure that all parents are informed of and involved in their child's education.

How we measure the impact:

The Headteacher, Assistant Head responsible for Inclusion and classteachers meet six- weekly to discuss the progress of each child, identify slow progress, evaluate the impact of academic and social/emotional interventions and plan next steps. The pastoral team meet weekly to share updates, evaluate impact and joint-problem-solve for Vulnerable children and families. The Assistant Head responsible for Inclusion, classteachers and parents/carers of all children on the SEN Register meet termly for Structured Conversations to review targets, evaluate the success of interventions and plan next steps.

The School Leadership Team and Governing Body monitor the impact of all spending and interventions, including the use of the Pupil Premium, using benchmarking toolkits looking at Value for Money. AfA support us through termly monitoring visits looking particularly at achievement and progress of Disadvantaged pupils and those with SEND. Performance data is analysed at the start and end of interventions and after each assessment period.

Review dates:

Pupil Progress Meetings: Aut 1: 19 & 20/10/20	Aut 2: 14 & 15/12/20
Spr 1: 9 - 11/2/21	Spr 2: 29 & 30/3/21
Sum 1: 24 & 25/5/21	Sum 2: 12 & 13/7/21

Full year review at the meeting of the full governing body on 7th July and detailed analysis in November, 2021.