

## Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.



### School overview

Detail	Data
School name	Harewood Junior School
Number of pupils in school	353
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020/21 and 2021/22
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Governing Body
Pupil premium lead	Mrs A Mills
Governor / Trustee lead	Mrs L Jones

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 115,670
Recovery premium funding allocation this academic year	£12,470
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£128,140

## Part A: Pupil premium strategy plan

### Statement of intent

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 aim of our provision is to remove or reduce the barriers to learning that hinder our children making the academic progress they are capable of and which negatively impact their life chances and wider outcomes and choices in later life. We do this by delivering interventions and providing support that addresses: academic development, social, emotional and mental health needs, physical needs and parenting needs.

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.

Despite the partial closures due to the COVID-19 pandemic through 2020 and 2021, all of the provision in Autumn 20, late Spring and Summer 21 was fully implemented and much of the provision in the first part of the spring was continued, either face-to-face for those children in school or virtually for those at home. We also saw a significant 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.

## Challenges

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

Challenge number	Detail of challenge
1	Levels of need are high with significant numbers of children having multiple ACEs. There are 240 children on the Vulnerable Children's register (68.2%) 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.
2	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 behavioural needs – some of which are due to trauma, medical and psychological difficulties and those children who have previously been permanently excluded from other schools.
3	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.
4	A high proportion of our children are language poor on entry and do not have the knowledge/understanding of a wide range of stories, fairy tales, traditional tales, nursery rhymes or similar to draw upon, nor is their vocabulary wide enough to facilitate good comprehension of what they read.  Between 15-20% of our children failed the Y1 Phonics Screening Test in Y1, and although only 5% eventually come to us having failed it again in Y2, phonics knowledge is not necessarily secure. For the 2021 cohort only 77% passed the screening which had to take place in Y2 in December 2020, rather than in Y1.
5	Although children generally have mastered basic written arithmetic skills on entry into Y3, their mental arithmetic skills are very poor and they particularly struggle to apply their mathematical knowledge and skills to unfamiliar contexts. Their poor reading skills also impact on their ability to solve word problems and to be able to identify the arithmetic needed to calculate answers.
6	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.
7	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.

## 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><i>Secure high academic outcomes for all children, including Disadvantaged, SEN and High Prior Attaining pupils</i></p>	<p>Targets for Y6 - JULY 2022</p> <ul style="list-style-type: none"> <li>• 90% children achieve standard in Reading</li> <li>• 90% children achieve standard in Writing</li> <li>• 95% children achieve standard in SPaG</li> <li>• 95% children achieve standard in Maths</li> <li>• 85% children achieve standard in Reading, Writing and Maths</li> </ul> <p>Targets for other yeargroups:</p> <ul style="list-style-type: none"> <li>• Y3 85% children achieve Age-related expectation in Reading, Writing and Maths</li> <li>• Y4 87% children achieve Age-related expectation in Reading, Writing and Maths</li> <li>• Y5 90% children achieve Age-related expectation in Reading, Writing and Maths</li> </ul>
<p><i>Address the regression and inequalities in pupils' engagement in learning as a result of the COVID-19 partial closure;</i></p>	<ul style="list-style-type: none"> <li>• At least 90% children are back on track <b><u>to make expected progress from their KS1 starting points</u></b> over the key stage in Reading, Writing and Maths;</li> <li>• PPMs are used effectively to identify pupils who are slow moving or vulnerable to under-achievement and specific remedial action is planned and implemented;</li> <li>• Interventions are used effectively to address children's specific needs and enable them to make good progress;</li> <li>• Interventions are monitored closely to ensure they are effective in securing good progress and value for money;</li> <li>• Progress tracking and data analysis at each PPM and in January and June show all children, including individuals and groups of children vulnerable to underachievement, are making at least good progress and more children are making better than expected progress from their individual starting points.</li> </ul>
<p><i>Ensure provision is linked closely to pupils' social and emotional needs so that they are physically and emotionally ready to access learning;</i></p>	<p>Pastoral Support and Provision enables:</p> <ul style="list-style-type: none"> <li>• Disadvantaged and vulnerable children achieve in line with all other pupils across Reading, Writing, SPaG and Maths in KS2 SATs in May 2022.</li> <li>• Disadvantaged and vulnerable children achieve in line with all other pupils across Reading, Writing, SPaG and Maths in end-of-year assessments.</li> <li>• Children with SEMH access the full curriculum and make progress in line with or better than their starting points.</li> <li>• Children with emotional dysregulation are able to access learning and achieve in line with other children with similar starting points.</li> </ul> <p>All children understand the impact of a positive mind-set and can persevere and succeed when faced with learning challenges (Purple Learner).</p>
<p><i>Home and social contexts and experiences do not limit children's social, emotional and academic outcomes.</i></p>	<p>Pastoral Support and Provision enables:</p> <ul style="list-style-type: none"> <li>• Parents of vulnerable children to engage positively in their child's education and learning;</li> <li>• Parents to work with us to reduce the home and contextual barriers to learning for their child;</li> <li>• Parents' physical and emotional health needs to be met (with the support of other agencies) so that the children can achieve in line with other children with similar starting points;</li> <li>• All children to engage in at least one extra-curricular club offered by the school over the year.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching/Staff CPD

Budgeted cost: **£10,562**

Activity	Evidence that supports this approach	Challenge addressed
CPD for all staff on Early Reading and teaching Phonics. <ul style="list-style-type: none"> <li>• INSET session (2x £125 = £250)</li> </ul>	Extensive research that high quality delivery of systematic phonics teaching is effective in improving children’s reading and ability to access the curriculum. This is essential for the children who come to us having not passed the phonics screening test in Y1 or retake in Y2, but is also essential in filling in the gaps which have resulted from COVID and the partial closures.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	4
Training to improve TAs’ knowledge and understanding of QFT and specific intervention techniques/approaches. <ul style="list-style-type: none"> <li>• Half-termly training sessions for all TAs.</li> <li>• Specific sessions through GCC, SaLT, EPS and ATS for individual TAs. (estimated 5 x £99 = £495)</li> </ul>	EEF and Sutton Report state that TA’s leading interventions without a thorough understanding of QFT and the substantive and disciplinary knowledge will have limited impact. We have worked on upskilling TAs over the last ten years in order for them to be more effective and become specialists in delivering specific interventions/techniques.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	All
Continuing Mastery in Maths - national project to develop deeper understanding in maths. <ul style="list-style-type: none"> <li>• Three full day training sessions for SL with work back in school and CPD for all staff. 6 x £240 = £1440</li> </ul>	Continued CPD for all staff on mastery approach will embed the approach that has extensive research behind it in the UK and across the world. NCETM and EEF compilations of evidence is compelling.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	5 & 7
Staff trained on effective classroom provision for EAL children to enable them to access the whole curriculum but especially Reading, Writing and Maths (2x £125 = £250)	School experience tells us that work completed with these children in isolation by the EAL teacher is less effective than if it is embedded across their whole time in school.	4, 5 & 6
Leading the GSP working party on Digital Futures- Impact of technology/ social media on emotional well-being to produce teaching materials for use across EYFS, KS1 and KS2.  (6 x £240 = £1440)	There is now clear evidence around the negative impact modern technology, the internet and social media can have on children if not used wisely. Misuse or unwise use not only puts our children at significant risk of harm from others but also provides our young people with an easy opportunity to be perpetrators themselves. This was supported by the publishing of two significant reports from Royal Society of Public Health Report and The Children’s Society, with research findings: 38% of young people reported that social media has a negative impact on how they feel about themselves compared to 23% who reported it has a positive impact. This was exacerbated for girls with 46% stating that social media had a negative impact on their self-esteem.	2

Incorporation of PHSCE Curriculum (including PINK curriculum) into PE, Science, RE, Art, English and History. (no cost)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 2, 3 & 7
Continuing CPD on improving outcomes for children with SEND, including ASD, PDA, ODD and ADHD; children with multiple ACEs and specifically Attachment Disorder; and raising awareness of impact of trauma on learning. (£1200)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 2 & 7
Training for all staff and specialist training for Pastoral Team on: Trauma informed Practices, Emotional Intelligence, Emotion Coaching, Building Resilience. (£1200)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 2 & 7
Staff training on the impact of Domestic Abuse on children who witness it. (approx. £250)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 2 & 7
Family learning Lead to undertake the Diploma in Therapeutic Parenting and re-write our parenting Programme (£1500)	Support for families and upskilling parents and carers to better meet the basic needs of their child themselves has led to significant improvements for families in our school and the children's academic, social and emotional outcomes over the last ten years.	1, 2 & 7
Self-harm training for the Pastoral Team – GHLL (no cost for supply)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1 & 2
Suicide prevention training for pastoral team and TAs – GHLL and Virtual College (no cost for supply)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1 & 2
Body Image training for Y6 staff and LSM – GHLL (3 x £100 = £300)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	3
2 ½ days of Lego therapy training for LSM and CiC TA	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in	1 & 2

(2 x £394 = £788)	later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF Social and Emotional Learning.pdf</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	
New staff trained and delivering FIZZY intervention – OT Service.	Staff need to be able to meet the needs of the children in our school. Increasing numbers of children have identified needs in fine and gross motor skills. In order to meet their needs in school rather than clinic, more staff will be trained and deliver the intervention.	1, 2 & 3
Rolling programme of training and re-training for Emergency First Aid in School, so that all staff are trained. Additionally this year, the lead has update training and re-qualification as Enhanced Skills First Aider.  (£400 annual training and full requalification £299)	School experience has shown that all staff being trained is beneficial in improving their response to children needing first aid or support for medical needs. Responses are then appropriate to the level of need and ensure that wherever possible the child is still able to remain in school learning with reasonable adjustments made if necessary. School attendance for these children is therefore improved.	1 & 2
Update training on Anaphylaxis and Asthma for all staff  (no cost)	School experience has shown that all staff being trained is beneficial in improving their response to children needing first aid or support for medical needs. Responses are then appropriate to the level of need and ensure that wherever possible the child is still able to remain in school learning with reasonable adjustments made if necessary. School attendance for these children is therefore improved.	1 & 2
Additional Team-teach training for new staff to include pre-emptive action, de-escalation strategies as well as physical handling techniques when necessary.  (£750 this year)	Both targeted interventions and universal approaches can have positive overall effects:  <a href="#">Behaviour interventions   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1 & 2

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

Budgeted cost: **£98,429.98**

Activity	Evidence that supports this approach	Challenge addressed
<p>Targeted interventions in Y3 - 5 for SEND children and disadvantaged children negatively impacted by COVID (not funded through SEN budget) for groups and 1:1:</p> <ul style="list-style-type: none"> <li>• RAPID phonics,</li> <li>• RAPID reading,</li> <li>• RAPID writing,</li> <li>• Triple Read approach, Precision Teach,</li> <li>• Reading Catch-Up,</li> <li>• Reading comprehension groups,</li> <li>• Vocabulary pre-teach,</li> <li>• Guided writing using Talk4Writing &amp; Talk4Reading,</li> <li>• Spelling catch-up</li> <li>• Spelling made easy,</li> <li>• Language for Thinking,</li> <li>• Plus One maths,</li> <li>• BBC Touch Type,</li> <li>• Write from the start,</li> <li>• Handwriting</li> </ul> <p>(£72,310)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Direct teaching of Reading Comprehension Skills has also been shown to have high impact on children’s understanding of texts, contexts and most essentially vocabulary they are unfamiliar with.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Research compiled and analysed by John Hattie demonstrate that repeated reading programmes have high impact on children’s reading skills, especially fluency and comprehension. This is also evidenced by EEF.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4, 5 &amp; 6</p>
<p>Targeted interventions for Y6 SEND and disadvantaged children, especially those negatively impacted by COVID (not funded through SEN budget) for groups and 1:1:</p> <ul style="list-style-type: none"> <li>• BBC Touch Type,</li> <li>• Spelling Made Easy,</li> <li>• Handwriting,</li> <li>• LDA Memory Skills,</li> <li>• Triple Read approach, Precision Teach (£3,691)</li> <li>• Y6 Reading and Maths Booster groups for targeted children (£5,508.50)</li> <li>• Smaller teaching groups across Y6 to deliver maths curriculum specific to each group’s needs (£1,349.60)</li> </ul>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>and in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4 &amp; 5</p>

<p>Whole school subscription to Times Tables Rockstars:</p> <ul style="list-style-type: none"> <li>• whole class teaching</li> <li>• targeted intervention in each yeargroup after school</li> <li>• home learning/practice at home.</li> </ul> <p>(£113.88)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	5
<p>EAL interventions for children, focusing on phonics, vocabulary, reading and comprehension by qualified teacher.</p> <p>(£13,537)</p>	<p>School experience tells us that children with EAL need specific support to develop working vocabulary in order to function as well as to learn. This work is delivered by a qualified and experienced teacher who has a specific interest and additional qualification in EAL teacher and is embedded across their whole time in school.</p>	4 & 6
<p>RT=RP Book Club for targeted children, incl. providing each child in the group with their own copy of the books.</p> <p>(£120)</p>	<p>Local research project has demonstrated over the last six years that children's enjoyment of reading and engagement in reading activities is directly related to their performance in reading comprehension, but is dependent on the teacher's engagement in reading too. This is backed by the compilation of research evidence in Hattie: Visible Learning, where exposure to reading is shown to have a moderate impact on achievement for little cost as long as the quality of teaching around it is good.</p>	4
<p>A "real" book for every child to promote reading</p> <p>(360 x £5 = £1800)</p>	<p>Significant numbers of children do not have books at home. In order to address this, we buy each child an age-appropriate real book every year. There is a recognised link between reading and school success and the more we can promote reading and a love of books the better the chances are for our children.</p>	4
<p>Embedded metacognition skills/ approach (Towards Successful Learning – Di Pardoe) and HJS Purple Learner (no cost)</p>	<p>Extensive research by educationalists have demonstrated the benefits of children developing metacognition/learning to learn attitudes and strategies.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	2, 4 & 5
<p>Yeargroup Homework to ensure children can engage fully in the learning with their teachers on hand to support. This will build good habits before they move to secondary education. (no cost)</p>	<p>EEF evidence states that children from disadvantaged homes regularly have less access to a quiet space at home to complete homework. We recognise this in our own children in addition to the lack of support they get from their parents.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	4, 5 & 7

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

Budgeted cost: **£76,050.26**

Activity	Evidence that supports this approach	Challenge addressed
<b>In-school Provision</b>		
<p>Pastoral interventions to boost children’s resilience (small group, paired or 1:1)</p> <ul style="list-style-type: none"> <li>• Be a Superhero</li> <li>• Relaxation/ Mindfulness</li> <li>• Play Happy therapy</li> <li>• Mood Monsters - Lego therapy – emotional regulation support</li> <li>• Anger management and understanding emotions work</li> <li>• Bereavement counselling</li> <li>• 1:1 All about me work</li> <li>• 1:1 mentoring</li> <li>• Emotion Coaching work with children</li> <li>• Mindful eating and individual work to widen their food repertoire</li> <li>• Friendship programme delivered across all yeargroups this year and bespoke intervention in small groups</li> <li>• Social Skills groups</li> <li>• CiC themed mentoring</li> <li>• Wonderful Me (Y6 group)</li> <li>• Therapeutic Story writing – improving emotional literacy</li> </ul> <p>(£34,247)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 6 &amp; 7</p>
<p>Individualised work with children and their parents to improve attendance</p> <p>(No cost)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1, 2 &amp; 7</p>

<p>Whole School adoption of Restorative Practice:</p> <p>relationship building, maintaining and repairing.</p> <p>(No cost)</p>	<p>There is good evidence that restorative practice delivers a wide range of benefits for schools.</p> <p>A <a href="#">report</a> published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective. By improving relationships between pupils and between pupils and staff, children are more likely to be ready to learn and able to access the learning. Independent analysis also showed a direct link to improved attendance.</p> <p><a href="https://restorativejustice.org.uk/restorative-practice-education-0">https://restorativejustice.org.uk/restorative-practice-education-0</a></p>	<p>1, 2 &amp; 7</p>
<p>Interventions to increase physical activity and engagement in active learning:</p> <ul style="list-style-type: none"> <li>• Five Star Movers targeted intervention and club. (Funded through PE/Sports Premium)</li> <li>• Healthy Active Lifestyle days for every yeargroup – one per half-term. (Funded through PE/Sports Premium)</li> <li>• Pedometers for all children to increase levels of activity. (Funded through PE/Sports Premium)</li> <li>• Expanded extra-curricular clubs – every child offered at least one club per year. (no cost)</li> <li>• Change4life intervention for targeted children (£397.92)</li> </ul>	<p>Numerous studies from early 1990's through to 2016 have found a link between physical health/ levels of activity and pupil's attendance and engagement in education as well as the links between physical and emotional health. Although the gain in academic performance is moderate in comparison with academic interventions, for those disadvantaged pupils who have limited opportunities out of school, it is important that school works to remove these barriers and provides them with a range of opportunities outside the classroom.</p> <p>By increasing the amount that children engage in the wider aspects of school life, the greater the chance we have that they will engage actively with their learning as well as being physically and emotionally ready to learn.</p> <p><a href="https://onlinelibrary.wiley.com/doi/abs/10.1111/sms.12773">https://onlinelibrary.wiley.com/doi/abs/10.1111/sms.12773</a></p>	<p>1,2 &amp; 3</p>
<p>FIZZY intervention for targeted groups</p> <p>(£534.64)</p>	<p>In-school evidence demonstrates that children's improved fine and gross motor skills impacts on their engagement in learning.</p>	<p>1 &amp; 2</p>
<p>Proprioceptive provision (as advised by OT and in response to individual children's sensory needs)</p> <p>(£100)</p>	<p>While it is still unclear as to the impact of sensory overload on a child's academic performance, there is clear evidence that sensory overload leads to heightened emotional state especially for children with ASD and sensory issues. There is clear evidence that meeting a child's emotional needs leads to improved academic outcomes.</p> <p><a href="https://www.sciencedirect.com/science/article/pii/S1750946720300052">https://www.sciencedirect.com/science/article/pii/S1750946720300052</a></p>	<p>1 &amp; 2</p>
<p>Interventions to promote healthy eating and improved nutritional meals.</p> <ul style="list-style-type: none"> <li>• Subsidised fruit, toast and fruit pots at break-time (£9,829)</li> </ul>	<p>The Review into School Food and Attainment (PHE 2013) highlights the links between good nutrition and academic performance. In-school evidence shows that our children do better if they have access to a healthy snack mid-morning as a number of children do not have a healthy breakfast prior to coming to school. Several studies show that nutritional status can directly affect mental capacity among school-aged children.</p>	<p>1, 2 &amp; 3</p>

<ul style="list-style-type: none"> <li>• Healthy lunchbox project (£200 ingredients)</li> <li>• Let's Get Cooking &amp; Come dine with me - targeted club (£250)</li> <li>• Cross-agency working with school nurse and health to address health issues, including weight. (no cost)</li> <li>• Feed your family well for less – parent and child cookery courses (Funding through Adult Education)</li> </ul>		
<p>Structured Conversations for all children on the SEND register and for targeted children on the Vulnerable Children's register (especially if negatively impacted by COVID). Class teachers released to meet with parents and AHT for Inc three times a year.</p> <p>(£6,120 supply costs)</p>	<p>AfA project (Involved since initial pilot project, Quality Mark school since 2012, Lead School since 2014 and re-accredited in 2017 and 2020.) draws on research in Lamb report and more recently EEF.</p>	<p>All</p>
<p>LSM, Assistant Head and Headteacher act as key workers to support children and their families.</p> <p>(no cost)</p>	<p>There is clear evidence that good parental engagement has a significant impact on children's performance. By increasing parents' ability to provide for their children's basic needs and support the child's learning at home, we also remove a number of barriers to learning for the child as well as improving the wider outcomes for the family.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>All</p>
<p>Parent Programmes and support:</p> <ul style="list-style-type: none"> <li>• Six week Parenting course delivered in school - Time Out for Parents - each term and 1:1 support via telephone and video calls</li> <li>• CAP Money Management course for parents - each term and 1:1 support via telephone and video calls</li> <li>• Counting Sleep project- each term and 1:1 support via telephone and video calls</li> <li>• Homework project and 1:1 support via telephone and video calls</li> </ul>	<p>There is clear evidence that good parental engagement has a significant impact on children's performance. By increasing parents' ability to provide for their children's basic needs and support the child's learning at home, we also remove a number of barriers to learning for the child as well as improving the wider outcomes for the family.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>All</p>

<ul style="list-style-type: none"> <li>• Direct support with Housing and referrals to specialist support agencies</li> <li>• Direct support with Debt and referrals to specialist support agencies</li> <li>• Referrals to specialist agencies for support around mental health, emotions and anger management</li> </ul> <p>(£9,171.70)</p>		
<p>Parent and child lessons for E-safety, Maths and Reading.</p> <p>(no cost)</p>	<p>There is clear evidence that good parental engagement has a significant impact on children’s performance. By increasing parents’ ability to provide for their children’s basic needs and support the child’s learning at home, we also remove a number of barriers to learning for the child as well as improving the wider outcomes for the family.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>1, 2, 4, 5, 6 &amp; 7</p>
<p>Weekly EAL lessons for parents and carers</p> <p>(Included in cost of EAL provision for children)</p>	<p>There is clear evidence that good parental engagement has a significant impact on children’s performance. By increasing parents’ ability to provide for their children’s basic needs and support the child’s learning at home, we also remove a number of barriers to learning for the child as well as improving the wider outcomes for the family.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>6 &amp; 7</p>
<p>Contingency fund for acute issues.</p> <p>(£10,000)</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>
<p><b>Commissioned Provision</b></p>		
<p>Joint work with Primary Mental Health Practitioners through the Trailblazers’ Project – Cognitive Behaviour Therapy intervention</p> <p>(No cost)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>2</p>
<p>Commissioning of outreach and in-reach services from Special Schools and Alternative Provision.</p> <p>(Funded as necessary from contingency)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>2</p>
<p>Commissioned therapy from EPS and ATS:</p> <p>Sand tray therapy, Story Links</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	<p>2 &amp; 7</p>

Video Interactive Guidance (Funded as necessary from contingency)	<a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	
Commissioned Play Nurture Groups x four (for more able anxious children) (£3600)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	2
Commissioned Play therapy – individual children (£1600)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	1 & 2
Adult literacy and numeracy with Adult Education – currently online learning (Funding through Adult Education)	There is clear evidence that good parental engagement has a significant impact on children’s performance. By increasing parents’ ability to provide for their children’s basic needs and support the child’s learning at home, we also remove a number of barriers to learning for the child as well as improving the wider outcomes for the family.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	4, 5, 6 & 7

**Total budgeted cost: £185,042.24**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### Headline data for End of KS2

	Teacher Assessments			In—school SATs Results					National FFT	
	WTS	ExS	GDS	NM	AS	HS	Av. SS	Av. Progress	AS	Av.SS
<b>Reading</b>				8%	92%	45%	108.4	+1.1	78%	105.2
<b>Writing</b>	12%	88%	26%				108.4	+1.6	71%	104.5
<b>SPaG</b>				5%	95%	49%	110.7	+2.6	74%	105.9
<b>Maths</b>				3%	97%	37%	108.1	+1.7	74%	104.6
<b>RWM</b>					88%	17%	108.8		64%	104.9

#### Disadvantaged pupil (FSM6) progress scores for last academic year

Measure	Score (From in-school assessments, submitted to FFT for analysis in absence of KS2 SATs)
Reading	+2.6
Writing	+2.2
Maths	+1.6

#### Disadvantaged pupil (FSM6) performance overview for last academic year

Measure	Score (From in-school assessments, submitted to FFT for analysis in absence of KS2 SATs)		
Meeting expected standard at KS2	<b>Subject</b>	<b>% EXS/+</b>	<b>Av SS</b>
	Reading	100%	109.7
	Writing	93%	108.9
	GPS	93%	111.2
	Maths	100%	107.6
Achieving high standard at KS2	<b>Subject</b>	<b>% GDS</b>	<b>Av SS</b>
	Reading	53%	
	Writing	27%	
	GPS	53%	
	Maths	13%	

In 2020 and 2021, our Teacher Assessments were compared with other schools nationally, by Fischer Family Trust, and show a similar trend to previous years. Our children continue to achieve in line with or above all other children locally and nationally. Pupil Premium children, including those with SEN, on average achieve in line with or better than All Children and better than Non-Free School Meal children: this is especially so for those disadvantaged pupils without SEN.