

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 2018/19:

Pupil Premium Allocation: £109, 560		% of school eligible for PP - 27.21%		Total spend: £169,746	
Pupil Premium 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

Key Stage 2 test results 2019

	Teacher Assessments			Test Results					National	
	WTS	ExS	GDS	NM	AS	HS	Av. SS	Av. Progress	AS	Av.SS
Reading				9%	91%	35%	107	-0.5	73%	104
Writing	8%	93%	31%				106	-0.1	78%	
SPaG				8%	92%	45%	109		78%	106
Maths				4%	96%	32%	108	-0.2	79%	105
RWM					85%	18%	106.8		65%	

Groups:

	Girls (39)		Boys(35) (8 SEN)		SEN(14)		Pupil Premium (24)		Pupil Premium Non-SEN (18)		VCR (40)		Non FSM	
	AS	Av SS	SS	Av SS	AS	Av SS	AS	Av SS	AS	Av SS	AS	Av SS	AS	Av SS
Reading	92%	108.1	89%	106.0	73%	101.9	88%	106.3	94%	108.8	93%	107.3	92%	107.5
Writing	100%	106.7	91%	104.5	79%	101.1	92%	104.5	100%	106.3	93%	104.5	98%	106.2
SPaG	95%	110.7	89%	106.7	64%	102.4	88%	107.9	94%	110.5	93%	108.6	94%	109.2
Maths	95%	107.5	97%	107.9	93%	104.0	88%	106.5	89%	108.7	95%	107.2	100%	108.2
RWM	90%	107.5	83%	106.1	64%	102.8	79%	105.7	89%	107.7	83%	106.4	90%	107.4

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).

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	

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 (51%). 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 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. We are a Restorative Practice School as well as a Trailblazer school, working with Mental Health services to improve pupils' emotional well-being. This academic year, we are involved in the Timpson Trauma-informed Practice Research Project.

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
- 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
- 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 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
- Commissioning of outreach and in-reach services from Special Schools and Alternative Provision
- Restorative Practice School.

Physical well-being Interventions:

- Let's Get Cooking & Come dine with me - targeted clubs
- Demonstration cooking with taster pots to widen children's experience of food
- Themed food days in school
- 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, Ballroom dance, Gymnastics, Dance, Multi-skills
- Daily Mile ends every lunchtime
- Five Star Movers targeted intervention and club
- 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:

- Parent and child sessions for Mental Arithmetic, Maths lessons, reading together and e-safety.
- E-safety, Maths and reading workshops for parents in the afternoon and evening
- 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
- Housing
- Debt
- 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
- Money Management course for parents - each term
- Christmas on a shoestring workshops
- Counting Sleep project- each term
- Homework project
- Adult literacy and numeracy with Adult Education
- How to help your child be Happy workshop and leaflet produced by working group of parents and headteacher
- Annual Christmas family learning days in school: parents, grandparents and carers join their child in school to learn how to make decorations, cards, wreaths
- Healthy eating workshops for children and their families – making vegetable pasta sauce to take away for tea, making healthy lunchboxes, cooking on a budget

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.

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 a benchmarking Value for Money Toolkit. 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: 22 & 24/10/19 Aut 2: 17 & 19/12/19
Spr 1: 12 & 13/2/20 Spr 2: 30 & 31/3/20&1/4/20
Sum 1: 21 & 22/5/20 Sum 2: 14 & 15/7/20

Full year review at the meeting of the full governing body on 9th July and detailed analysis in November, 2020.