

Pupil Premium strategy statement: Harewood Junior School

This statement details our school's use of pupil premium (2024-25 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	361
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 – 2025/26
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
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	£130,040
Recovery premium funding allocation this academic year	£ 13,746
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£143,786
Total projected spend	£229,721
Difference funded through delegated budget	£85,935

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.

Throughout the pandemic **and subsequently**, we have seen a significant need for increased pastoral provision, especially to support children and families' emotional well-being as well as providing support in helping families deal with the practicalities of the financial crisis and improve attendance back to pre-pandemic levels.

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 180 children on the Vulnerable Children's register (50%) 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	While attendance is comparable to national levels, it is now lower than it was pre-pandemic. The number of children classed as Persistent Absentees is higher than pre-pandemic levels and some children have specific needs affecting their attendance. There is an increase in the number of holidays and days off in term time and parental views have changed.
4	National comparative data over three years 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.
5	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. Historically 15% of our children failed the Y1 Phonics Screening Test in Y1, however, since the pandemic, the proportions passing the screening test have been more than 10% lower and although some of those eventually pass it in the retest, phonics knowledge has not been secure for substantial numbers of the last two incoming Y3 cohorts.
6	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.
7	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. We also have families who are asylum seekers and living in temporary accommodation with little or no English.
8	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
<i>Secure high academic outcomes for all children, including Disadvantaged, SEN and High Prior Attaining pupils</i>	School's targets for Y6 - JULY 2025 <ul style="list-style-type: none"> • 85% children achieve "secondary ready" standard in Reading • 85% children achieve "secondary ready" standard in Writing • 90% children achieve "secondary ready" standard in SPaG • 90% children achieve "secondary ready" standard in Maths • 80% children achieve "secondary ready" standard in Reading, Writing and Maths Targets for other yeargroups: <ul style="list-style-type: none"> • Y3 80% children achieve Age-related expectation in Reading, Writing and Maths • Y4 80% children achieve Age-related expectation in Reading, Writing and Maths • Y5 85% children achieve Age-related expectation in Reading, Writing and Maths
<i>Address the regression and inequalities in pupils' engagement in learning as a result of the COVID-19 partial closure;</i>	<ul style="list-style-type: none"> • At least 90% children are on track to make expected progress from their KS1 starting points over the key stage in Reading, Writing and Maths; • PPMs are used effectively to identify pupils who are slow moving or vulnerable to under-achievement and specific remedial action is planned and implemented; • Interventions are used effectively to address children's specific needs and enable them to make good progress; • Interventions are monitored closely to ensure they are effective in securing good progress and value for money; • 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.
<i>Ensure provision is linked closely to pupils' social and emotional needs so that they are physically and emotionally ready to access learning;</i>	Pastoral Support and Provision enables: <ul style="list-style-type: none"> • Disadvantaged and vulnerable children, especially those without Special Educational Needs, achieve in line with all other pupils across Reading, Writing, SPaG and Maths in KS2 SATs in May 2025. • Disadvantaged and vulnerable children, especially those without Special Educational Needs, achieve in line with all other pupils across Reading, Writing, SPaG and Maths in end-of-year assessments. • Children with SEN and/or SEMH access the full curriculum and make progress in line with or better than their starting points. • Children with emotional dysregulation are able to access learning and achieve in line with other children with similar starting points. • All children understand the impact of a positive mind-set and can persevere and succeed when faced with learning challenges (Purple Learner).
<i>Home and social contexts and experiences do not limit children's social, emotional and academic outcomes.</i>	Pastoral Support and Provision enables: <ul style="list-style-type: none"> • Parents of vulnerable children to engage positively in their child's education and learning; • Parents to work with us to reduce the home and contextual barriers to learning for their child; • 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; • All children to engage in at least one extra-curricular club offered by the school over the year.
<i>Good school attendance enables all children, including disadvantaged pupils, to make expected progress</i>	<ul style="list-style-type: none"> • Whole school attendance improves on 23/24 levels; • Proportions of PA decreases; • Attendance for specific children improves.

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: **£7,540**

Activity	Evidence that supports this approach	Challenge addressed
<p>Y2 of CPD for all staff on Early Reading and teaching Phonics.</p> <ul style="list-style-type: none"> • 2 x twilight Twinkl training sessions (2x £329 = £660) 	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	5
<p>CPD for all staff on Emotion Coaching through Educational Psychology Service</p> <p>EPS costs - £225</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>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	1, 2 & 3
<p>CPD for all staff on Solution Focused Circles through Educational Psychology Service</p> <p>EPS costs - £225</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>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	1, 2 & 3
<p>Training to improve TAs’ knowledge and understanding of QFT and specific intervention techniques/approaches in Maths – White Rose interventions.</p> <ul style="list-style-type: none"> • 8 training sessions for all TAs. (£700) • Specific INSET twilight sessions (cost covered by Delegated Budget) 	<p>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 eleven years in order for them to be more effective and become specialists in delivering specific interventions/techniques.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	All
<p>Further Staff training on effective classroom provision for EAL children to enable them to access the whole curriculum but especially Reading, Writing and Maths (£125)</p>	<p>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.</p>	5, 6 & 7
<p>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.</p> <p>(3 x £240 = £720)</p>	<p>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</p>	2

	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.	
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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	1, 2, 3 & 7
Continuing CPD on improving outcomes for children with SEND, including ASD, PDA, ODD and ADHD; children with multiple ACEs and Attachment Disorder; and raising awareness of impact of trauma on learning. (2 sessions by Sally O'Hare £200)	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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	1, 2 & 7
Third tranche of staff training on the impact of Domestic Abuse on children who witness it. (online unit already paid for)	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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	1, 2, 7 & 8
CPD for Designated Teacher through Virtual School, supporting children who are in care, have previously been in care or who have a social worker (no charge)	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3 & 8
CPD for CiC TA - Post Graduate Diploma in Therapeutic Play (£3640)	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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	1, 2 & 3
New Attendance Administrator to undertake training through GCC Inclusion (£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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	1, 2 & 3
New staff trained and delivering FIZZY intervention. (no cost)	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 and Enhanced First Aid, so that all staff are trained as well as the lead.	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	1, 2 & 3

<p>(£540 annual training + £255 training and requalification of enhanced first aid)</p>	<p>reasonable adjustments made if necessary. School attendance for these children is therefore improved.</p>	
<p>Whole staff retraining on Restorative Practice. (no cost)</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 & 3</p>

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

Budgeted cost: **£118,171**

Activity	Evidence that supports this approach	Challenge addressed
<p>Whole Yeargroup delivery of catch-up phonics for all Y3 children during Autumn Term before implementation of targeted interventions below.</p> <p>(Twinkl Premium subscription £949)</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	5
<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"> • Twinkl Codebreakers phonics, • Rhino readers, • RAPID writing approaches, • Triple Read approach, Precision Teach, • Reading Catch-Up 1:1, • Reading comprehension groups, • Vocabulary pre-teach, • Guided writing using Talk4Writing & Talk4Reading, • Spelling catch-up • Language for Thinking, • Language for behaviour and emotions, • Pre and post-teach maths, • White Rose Maths catch-up, • Write from the start, • Handwriting, • Speech & Language, • Barrier Games, • Memory Games, • Additional 1:1 using specific resources/ approaches. <p>(staffing costs = £85,362)</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>Phonics Toolkit Strand Education Endowment Foundation EEF</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	5, 6 & 7
<p>Targeted interventions for Y6 SEND and disadvantaged, especially those negatively impacted by COVID (not funded through SEN budget) for groups and 1:1:</p> <ul style="list-style-type: none"> • BBC Touch Type, • Spelling Made Easy, • Handwriting, • LDA Memory Skills, • Speech & Language, • Barrier Games, 	<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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>and in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4 & 5

<ul style="list-style-type: none"> • Memory Games, • Triple Read approach, Precision Teach, • Y6 Reading and Maths Booster groups for targeted children, • Smaller teaching groups across Y6 to deliver maths curriculum specific to each group's needs. <p>(staffing costs included in above)</p>		
<p>Small group tutoring by school staff (School-led tutoring)</p> <p>(£29,758)</p>	<p>Use of school staff to deliver tutoring which is matched perfectly to the school's curriculum and the specific children's needs has been shown to have significantly more impact than tutoring by an outside agency where there is little or no correlation with the school's curriculum.</p> <p>https://educationendowmentfoundation.org.uk/news/new-eef-guide-making-a-difference-with-effective-tutoring</p>	
<p>Whole school subscription to Times Tables Rockstars:</p> <ul style="list-style-type: none"> • whole class teaching • targeted intervention in each yeargroup after school • home learning/practice at home. <p>(£182)</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	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 seven 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 back the compilation of research evidence in Hattie: Visible Learning. Project incorporates lots of opportunities to discuss what they are reading which has a proven effect on increasing comprehension.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	5
<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>	5
<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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	2, 5 & 6
<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.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	5, 6 & 8

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

Budgeted cost: £96,385 in-school provision + £7,625 commissioned provision = £104,010

Activity	Evidence that supports this approach	Challenge addressed
In-school Provision		
<p>Pastoral interventions to boost children’s resilience (small group, paired or 1:1)</p> <ul style="list-style-type: none"> • Be a Superhero • Relaxation/ Mindfulness • Five Ways to Well-being • Mood Monsters - Lego therapy – emotional regulation support • Anger management and understanding emotions work • Bereavement counselling • 1:1 All about me work • 1:1 mentoring • Emotion Coaching work with children • Looking After No 1 • Friendship programme delivered across Y3 this year and bespoke intervention in small groups • Social Skills groups • Talk about.... • Talk about Teenagers • Socially Speaking • CiC themed mentoring • Amazing Me (Y6 group) • Therapeutic Story writing – improving emotional literacy • Therapeutic Play • Keeping my cool • Transition Programme • Music transition Workshops • Resilience • Worry Wallets • Calm Box • Sleep Support • Emotional Check-in • We Care (School Young carers group) <p>(£62,798)</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>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 7 & 8</p>

<p>Individualised work with children and their parents to improve attendance, at three levels of intervention (Included in cost above)</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, 3 & 7</p>
<p>Whole School adoption of Restorative Practice: relationship building, maintaining and repairing. (No cost)</p>	<p>There is good evidence that restorative practice delivers a wide range of benefits for schools. A report 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. https://restorativejustice.org.uk/restorative-practice-education-0</p>	<p>1, 2, 3 & 8</p>
<p>Interventions to increase physical activity and engagement in active learning:</p> <ul style="list-style-type: none"> • Multi-skills targeted intervention and club. (Funded through PE/Sports Premium) • Healthy Active Lifestyle days for every yeargroup – one per half-term. (Funded through PE/Sports Premium) • Expanded extra-curricular clubs – every child offered at least one club per year. (Funded through PE/Sports Premium) • Change4life intervention for targeted children (£397.92) 	<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. 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. https://onlinelibrary.wiley.com/doi/abs/10.1111/sms.12773</p>	<p>1,2 & 4</p>
<p>Proprioceptive provision (as advised by OT and in response to individual children's sensory needs) (£750)</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. https://www.sciencedirect.com/science/article/pii/S1750946720300052</p>	<p>1 & 2</p>
<p>Peer awareness sessions to provide peer support for children with complex needs. (no cost)</p>	<p>From our experience, children with complex needs do better if their peers have some understanding of the difficulties they face. It reduces tensions and feelings of unfairness if children understand the adaptations that are made for them. As a result, peer relationships are more positive and outcomes are better.</p>	<p>1,2 & 3</p>
<p>Interventions to promote healthy eating and improved nutritional meals.</p>	<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</p>	<p>1, 2 & 3</p>

<ul style="list-style-type: none"> • Subsidised fruit, toast and fruit pots at break-time (£13,099) • Let's Get Cooking & Come dine with me - targeted club (£250) • Cross-agency working with school nurse and health to address health issues, including weight. (no cost) • Feed your family well for less – parent and child cookery courses (Funding through Adult Education) 	<p>breakfast prior to coming to school. Several studies show that nutritional status can directly affect mental capacity among school-aged children.</p>	
<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>(£8640 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>FLL, 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>All</p>
<p>Adult Education Plan</p> <ul style="list-style-type: none"> • Christmas Crafts • Cookery • First Aid for parents • Mindfulness/wellbeing <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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Parent Programmes and support:</p> <ul style="list-style-type: none"> • Six week Parenting course delivered in school - Time Out for Parents - each term and 1:1 support via telephone and video calls • CAP Money Management course for parents - each term and 1:1 support 	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>All</p>

<ul style="list-style-type: none"> Counting Sleep project- each term and 1:1 support via telephone and video calls Homework project and 1:1 support via telephone and video calls 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 Monthly Coffee Morning <p>(staffing costs included in cost above + £250 additional materials/resources)</p>		
<p>Family Learning workshops (Child and carer)</p> <ul style="list-style-type: none"> Christmas Crafts Change one thing <p>(£200 - materials)</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 2, 3, 5, 6, 7 & 8</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>Commissioned Provision</p>		
<p>Joint work with Primary Mental Health Practitioners through the Trailblazers’ Project – Cognitive Behaviour Therapy intervention/ whole school assemblies and group work</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>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Commissioning of outreach and in-reach services from</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved</p>	<p>2</p>

Special Schools and Alternative Provision. (Funded as necessary from contingency)	academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	
Parenting children with ASD – three sessions by former Advisory Teacher for C&I for targeted parents and carers (3 x £275 = £825)	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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) 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 & 3
Commissioned therapy from EPS and ATS: Sand tray therapy, Story Links Video Interactive Guidance (Funded as necessary from contingency)	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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	2 & 7
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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	2
Commissioned Play therapy – individual children (£3200)	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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4, 5, 6 & 7

Total budgeted cost: £229,721

Part B: Review of outcomes in the previous academic year 2022/23

Pupil premium strategy outcomes

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

2023/24 objective	RAG-rating	Evaluation
Secure high academic outcomes for all children, including Disadvantaged, SEN and High Prior Attaining pupils;		Children at HJS continue to perform in line with or above their peers in other local schools and in schools nationally. Ofsted's Inspection Data Dashboard rates the school's performance as significantly above national .
Address the regression and inequalities in pupils' engagement in learning as a result of the closures;		Our focus on Quality First Teaching and the delivery of 5-a-day in every classroom, as well as out of class interventions, has resulted in children making significant progress with greater proportions achieving the expected standard in June 24 than did so at the end of KS1. Nevertheless, some children still need support to develop greater work stamina, resilience and a growth mind-set and to fully embed learning behaviours which support accelerated progress.
Ensure provision is linked closely to pupils' social and emotional needs so that they are physically and emotionally ready to access learning;		Individual case studies show that children with SEMH have their needs met and became increasingly engaged and ready to learn over the academic year. There were fewer incidences of dysregulation and individuals were increasingly able to access their learning without additional support. A significant number of children on roll accessed pastoral support over the year and each of these interventions, whether individual, paired or small group, enabled them to continue learning and make progress in line with or better than their starting points.
Home and social contexts and experiences do not limit children's social, emotional and academic outcomes.		The majority of children who receive support through plans are enabled to achieve and make progress in line with or better than other children.
Good school attendance enables all children, including disadvantaged pupils, to make expected progress		Whole school attendance for the year improved on 22/23 levels and the proportions of children identified as PA decreased over the year. Attendance for specific children improved even though some of these ended the year below the 90% threshold.

Headline data for Y6 End of KS2 SATs

	KS1 Results	Teacher Assessments			KS2 SATs Results				National		
	EXS/GDS	WTS	ExS	GDS	NM	AS	HS	Av. SS	Av. Progress	AS/EXS	Av.SS
Reading	KS1 SATs cancelled due to COVID – summer 2020				11%	89%	28%	105.9	No progress score as no KS1 data	74%	105
Writing		12%	88%	9%						72%	
SPaG					7%	93%	44%	108.2		72%	105
Maths					14%	86%	31%	106.0		73%	104
Science		13%	87%							81%	
RWM					23%	77%	5%	105.7		61%	

Groups:

90 children	Girls (38 of which 8 SEN inc 1 EHCP)			Boys (52 of which 12 SEN)			SEN(19 inc 1 EHCP)			Pupil Premium (27)			Pupil Premium Non-SEN (17)		BME (24)		VCR (35)		Non FSM (63)		
	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	AS	Av SS	VA
Reading	82%	105.3		94%	106.4		63%	101.2		88%	103.2		94%	104.2	100%	108.0	80%	104.7	90%	107.1	
Writing	87%			89%			63%			81%			94%		100%		80%		90%		
SPaG	92%	107.7		94%	108.6		79%	104.3		89%	106		94%	108	100%	111.8	94%	108.2	95%	109.2	
Maths	84%	105.0		87%	106.8		58%	101.0		70%	102.4		74%	104.4	79%	107.8	77%	105.1	92%	107.6	
RWM	76%			77%			47%			59%			71%		79%		66%		84%		

National comparator data is only included for those groups for whom it is available at the time of publishing this strategy document.

WTS	Working towards standard	SEN	Special Educational Needs
ExS	Expected standard	EHCP	Education, Health Care Plan
GDS	Greater Depth standard	EAL	English as Additional
NM	Not Met	Nat	National % achieving standard
AS	Achieved standard (Scaled Score 100 or more)	Pupil Premium	Free School Meals currently or in the last 6 years
HS	High Score (Scaled Score 110 or more)	Prog	Average of difference between SS for each child versus national average SS for the same KS1 result.
Av SS	Average scaled score		

In 2024, greater proportions of our children achieved the expected standard in all subjects than last year and compared with other children in the Local Authority or the country as a whole. This was also mirrored in the proportions achieving the high score or being judged Greater Depth with the exception of writing.

As this cohort did not take the KS1 SATs due to the COVID pandemic, there are no progress scores.

When we include those with SEN, fewer Pupil Premium children on average achieve the standard than the overall percentage for the school but still perform better than All Children locally and nationally. However, greater proportions of Pupil Premium children without SEN achieve the standard than both children who are not eligible for FSM and All children in school.

Our data includes the full range of abilities of the children we cater for including those who had high and complex needs. Children from Service families all achieved the expected level or above across Reading, Writing, SPaG, Maths and Science as did children with English as an additional Language.

Performance and progress in other yeargroups mirrors this picture with greater proportions meeting the age-related standards at the end of the year compared to the proportions of the yeargroup who met the standard at the end of KS1, with the exception of the 2023 Y3 cohort in Writing and Maths.

2023-24	Y3 <u>72% passed Y1 Phonics (93% passed Y2)</u>					Y4 <u>86% passed phonics in Y2</u>					Y5 <u>73% passed Y1 phonics</u>				
% meeting	EXS	GDS	Sept	Jan	May	KS1 EXS	GDS	Sept	Jan	May	KS1 EXS	GDS	Sept	Jan	May
Reading	79%	32%	59%	67%	80%	70%	37%	62%	75%	84%	64%	31%	82%	83%	86%
Writing	72%	25%	45%	50%	70%	70%	21%	72%	63%	80%	67%	16%	63%	67%	82%
SPaG			56%	51%	77%			68%	77%	79%			83%	73%	83%
Maths	82%	34%	63%	68%	78%	71%	22%	66%	87%	89%	77%	14%	69%	56%	85%
Av RA progress					1.25					1.17					1.5
Av SpA progress					1.42					1.17					1

Average Reading Age and Spelling Age progress is in years but only over a 9-month ie 0.75 yr period.

This demonstrates that a combination of Quality First Teaching in class and the provision delivered through the Pupil Premium Strategy positively impacts the academic development of our children alongside their emotional and social development and that barriers to their education are reduced, helping to secure better long-term outcomes.