**The Healthy Schools London (HSL) Gold Award**

**Reporting Tool**



**School Details**

| **Name of School:** | | **Borough:** |
| --- | --- | --- |
| Grange Primary School | | Southwark |
| **Key contact and job title:** | Annabel Needham – PSHE Co-ordinator, class teacher | |
| **Date achieved HSL Bronze Award:** | 19/01/2016 | |
| **Date achieved HSL Silver Award:** | 31/01/2017 | |
| **Health & Wellbeing Priority 1 (universal)** | **Group** | **Planned Outcome(s)** |
| Embedding Restorative Approaches across the school to improve healthy relationships, respectful behaviours and an overall sense of emotional wellbeing and personal development. | All pupils from YR-Y6  (358 total number in school) | 1) Increase percentage of pupils reporting that they know how to make it up with friends when they have had an argument/fallen out, from 60% (54 out of 90 sample group) to 80% (72/90 sample group)  2) Increase percentage of pupils reporting that they know how to speak up about things they don’t agree with or think are wrong, including pupil behaviour at school, from 56% (47/84 sample group) to 80% (67/84 sample group)  3) Increase percentage of pupils reporting that they have learnt strategies to calm down when they are feeling angry and upset from 55% (42/76 sample group) to 80% (61/76 sample group) |
| **Health & Wellbeing Priority 2 (targeted)** | **Group** | **Planned Outcome(s)** |
| Fostering positive relationships and personal development with a Year 5 class, which allows them to build self-awareness and self-esteem to develop positive behaviour for learning. | Targeted Year 5 class  *(23 total number in group)* | 1) Increase the percentage of pupils reporting that they can make, keep and break friendships without hurting others from 61% (14/23 sample group) to 87% (20/23 sample group)  2) Increase the percentage of pupils reporting that they can work well in groups with different people in the class from 24% (5/21 sample group) to 75% (16/21 sample group).  3) Increase in the percentage of pupils who report they are able to bounce back from things that don’t go well from 29% (6/21 sample group) to 76% (16/21 sample group).  4) Increase the percentage of pupils who make expected progress across the year. Number of children end of Year 4 making expected progress from 26% (6/23) to 74% (17/23 children). |
| **Project Start Date** | 01/01/2017 | |
| **Project End Date** | 31/07/2017 | |
| **Consent to share Report and Photographs** | We agree that HSL may share this report and photographs.  Yes | |

Reporting Template HSL Gold Award: Health Priority 1 (Universal)

|  |  |
| --- | --- |
| Health **& Wellbeing** Priority 1 (universal) | Planned Outcome/s |
| Embedding Restorative Approaches across the school to improve healthy relationships, respectful behaviours and an overall sense of emotional wellbeing and personal development. | 1) Increase percentage of pupils reporting that they know how to make it up with friends when they have had an argument/fallen out, from 60% (54 out of 90 sample group) to 80% (72/90 sample group)  2) Increase percentage of pupils reporting that they know how to speak up about things they don’t agree with or think are wrong, including pupil behaviour at school, from 56% (47/84 sample group) to 80% (67/84 sample group)  3) Increase percentage of pupils reporting that they have learnt strategies to calm down when they are feeling angry and upset from 55% (42/76 sample group) to 80% (61/76 sample group) |
| Group |
| All pupils from YR-Y6  (358 total number in school) |

|  |
| --- |
| **Health & Wellbeing Priority 1: Record and report impact: Evidence of what has changed as a result of the intervention (planned or unintended outcomes and wider impact)** |
| **A: Record results and outcomes**   1. **Overview:**:   **NATIONAL DATA**  The Department for Education, in the March 2015 guidance “ Mental health and behaviour in schools” states that:   * *‘In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy’.* * *‘There are a variety of things that schools can do, for all their pupils and for those with particular problems, to offer that support in an effective way’*   LOCAL DATA  ***March 2016 Climate Child Health Profile for Southwark:*** *children and young people’s mental health and wellbeing is above that of the national average, as indicated in the current Child Health Profile for Southwark. However, the local trajectory is on a slightly higher upward level than that of the national trajectory,*  ***Southwark JSNA Wellbeing Factsheet (2014****)* ***Southwark Wellbeing data 2012 (2013 edition)*** *: Grange Ward in Southwark scores at -5, lower than the national average for a* ***higher probability of lower wellbeing*** *for the general population in this ward.*  ***Southwark Children and Young Peoples plan (CYPP) (2013-16 p.4)***   * *We need to: ‘…..empower our children, young people, families and their communities to be {emotionally and physically} safe, independent and responsible for their own wellbeing’. We recognise the importance of this universal priority in enabling “……[e]very child, young person and family in Southwark [to] thrive and [be] empowered to lead a safe and healthy life’* ***(CYPP P.3).*** * *‘….Higher levels of wellbeing are associated with improved educational outcomes, greater productivity and continuing employment, improved cognitive ability and quality of life and improved social connectedness….[by]…. [promoting……] self-efficacy, emotional/social skills and resilience, intrinsic motivation and sense of purpose, empathy and pro-social behaviour’.*   ***Southwark JSNA ‘Wellbeing’ Factsheet (2014),*** *‘Therefore we will be keen to monitor progress of all pupils through our assessment policy and procedures, in particular in relation to personal self-assessment targets and teacher monitoring of these. Further to this, as stated in the needs analysis of the targeted priority, we will be specifically monitoring the targeted Y5 attainment data in relation to the emotional wellbeing of this specific group’.*  SCHOOL DATA  Grange Primary School is a school set in the heart of Southwark. It has 358 children currently on roll from Reception to Year 6. The school is in the process of expanding which involves major building works and renovation. These works have been going on for the past two years now and are not due to be completed until January 2018. The school is moving from one and a half form entry to two form entry across all year groups from September 2017. Demographically, the school is exceptionally diverse with a range of ethnic minorities and a number of different languages spoken at home.  At **Grange Primary School**, a key area for development that has been identified within the **‘Personal Development, Behaviour, Safety and Welfare of Pupils’ strand of the School Improvement Plan (SIP) 2016/17** is ‘ Establish use of restorative approaches, enabling children to discuss and debate issues in a considered way, showing respect for others’ ideas and points of view’(BV). This complements further development area within the SIP focus strand to ‘Enable children to develop confidence, motivation and resilience’. Our school values are Love, Hope, Co-operation and Respect which are in line with British Values (BV).  The recent **Health Education Partnership (HEP)** survey completed by a total of 103/180 KS2 pupils in October 2016 entitled **‘Self Awareness’** further highlighted the need to address issues addressing the emotional needs of the pupils in relation to relationship/friendship issues, ability to use emotional literacy to be able to challenge differences respectfully (BV) and to empower the children to recognise when, and know how, to use a range calming strategies independently to enable more effective and healthy behaviour and respectful relationships.  **School Improvement Plan**  2016-17 SIP: ***‘Personal Development, Behaviour, Safety and Welfare of Pupils’ strand of the School Improvement Plan (SIP) 2016/17****:*   * *‘ Establish use of restorative approaches, enabling children to discuss and debate issues in a considered way, showing respect for others’ ideas and points of view’* * *‘Enable children to develop confidence, motivation and resilience’.*  1. Planned outcome: 2. Increase percentage of pupils reporting that they know how to make it up with friends when they have had an argument/fallen out, from 60% (54 out of 90 sample group) to 80% (72/90 sample group) 3. Increase percentage of pupils reporting that they know how to speak up about things they don’t agree with or think are wrong, including pupil behaviour at school, from 56% (47/84 sample group) to 80% (67/84 sample group) 4. Increase percentage of pupils reporting that they have learnt strategies to calm down when they are feeling angry and upset from 55% (42/76 sample group) to 80% (61/76 sample group) 5. Outcomes achieved:  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Survey Questions/Targets | Nov 16 | Target | July 17 | Diff from Nov | Diff from target | | Increase percentage of pupils reporting that they know how to make it up with friends when they have had an argument/fallen out, from 60% (54 out of 90 sample group) to 80% (72/90 sample group) | 60%  (54/90) | 80%  (72/90) | 74%  (147/198) | +14% | -6% | | Increase percentage of pupils reporting that they know how to speak up about things they don’t agree with or think are wrong, including pupil behaviour at school, from 56% (47/84 sample group) to 80% (67/84 sample group) | 56%  (47/84) | 80%  (67/84) | 82%  (162/198) | +26% | +2% | | **3) Increase %age of pupils reporting that they have learnt strategies to calm down when they are feeling angry and upset from 55% (42/76 sample group) to 80% (61/76 sample group)** | 55%  (42/76) | 80%  (61/76) | 81%  (160/198) | +26% | +1% |  1. **Detailed results:** 2. “I know how to make it up with friends when I have had an argument/fallen out with them’. Our target was a 20% increase: **NOT MET**   Nov 2016: 60% of students (54/90) stated that they were able to do this.  When the survey was repeated in June 2017 the figure had **increased to 74% (147/198**) **an increase of 14%, falling short of the target by 6%**   1. ***“I know how to speak up about things I don’t agree with or this are wrong, including pupil behaviour.”* Our target was a 24% increase in those reporting this from the initial survey, Nov 2016 – EXCEEDED**   Nov 2016: 56% of students (47/84) stated that they were able to do this.  When the survey was repeated the survey in June 2017, 82% (162/198) agreed with this statement which is **a 26% increase, exceeding the target by2%.**   1. ***“I have learnt strategies to calm down when I am feeling angry or upset.”*** Our target was a 25% increase in those reporting this from the initial survey **EXCEEDED**   Nov 2016: 55% of students (42/76) stated that they were able to do this.  When the survey was repeated in June 2017 the figure had increased to **81% (160/198), an increase of 26%, exceeding the target by 1%** |
| B: Approach   1. Describe how you achieved the outcomes:  * We introduced a whole school Restorative Justice Approach (RJ) to behaviour for learning, through which a range of evidenced based strategies are now being used by staff to promote a positive, fair, transparent and consistent approach to children’s behaviour and relationships. This involved intensive three days training of four key staff and additional one day training for the whole staff. Evaluations showed that all staff valued the approaches used and now feel able to work with pupils to resolve disputes, worries and concerns successfully, using the strategies learned. This has allowed children to move forward with issues rather than a historical tendency to retain bad feeling and negative emotions towards particular individuals, which on occasion got in the way of learning. * Launched a revised ‘Peer Mediation’ scheme through which Year 6 pupils had to apply to become a new mediator, the successful pupils then underwent a training programme with the Learning Mentor. Within the training programme, the mediators learned the process of RJ ‘chats’ and these strategies are now being used by them to support other pupils with relationships and behaviours. This complements the whole school approach being used by staff. * Comprehensive revision of PSHE across the school including regular PATHS lessons being delivered through a spiral curriculum in all year groups, as well as additional targeted PSHE for specific groups of children where appropriate.  *Comment from pupil: ‘I have found learning about how relationships are all different really interesting’ Comment from another pupil ‘I know that it is OK to be angry and I now know different ways to calm down like doing the ‘Turtle’ which was really fun to learn.’* * Introduction of new behaviour system in April 2017 entitled ‘Stay on Green’, or “It’s Great to be on Green at Grange”. This is a bespoke policy developed by an education behaviour management consultant in consultation with Grange staff. This system has now been implemented across the school and has been closely monitored by the Assistant Head throughout the term. So far, it has enabled a consistent and more positive approach to behaviour management which complements the restorative approaches to behaviour and learning. It is currently being reviewed and adapted to ensure effective delivery continues. One aspect of the review is that the system needs some amendment for the small minority of children who find it difficult to conform in a classroom setting. Plans are being devised for individual pastoral support plans linked to the new system to begin in September 2017. A new behaviour development policy based on our system will be in place for the Autumn Term 2017. * As part of the new behaviour system we have now introduced mindfulness sessions three times a day in each class. These happen at the start of the day; after break and after lunch times. The aim is to allow for a calm transition/start to key learning times, enabling children to clear their minds and focus on learning. *Comment from teacher: ‘The mindfulness sessions really calms the children after break time and decreases low level disruption which I have found improves the children’s ability to get on with their learning’* * Reflection sheets based on restorative justice questions have been introduced into the new behaviour management programme. These are used if a child moves to the ‘red’ stage of the policy, providing them with a clear structure to reflect on their behaviour and learn more positive ways to respond. This process is being used consistently across the school. * As part of the new time out system, we use distractive mindfulness techniques, including colouring in and/or drawing. These methods provide pupils with time to calm down and respond in a more reflective and measured way. This in turn enables them to strive to improve and move back to ‘green’. * We have created a new celebration and rewards system which promotes positive behaviour for learning. This includes bronze stickers for the children in school and silver postcards being sent home, meaning the rewards are shared with, and celebrated by, the parents, as well as in school. This helps to reinforce the expected behaviours for learning at home and at school. |
| **C: Analysis of results**  Include details of what worked and why   * Whole school RJ has been effective in ensuring consistency which has provided really clear boundaries for our children, many of whom need this in order to feel safe and in a place to learn effectively. Starting a conversation with “What happened?” allows children to take responsibility, converse with an adult without confrontation and listen to another’s point of view. * The intensive training was really helpful in providing key staff with the tools to not only deliver RJ themselves, but support all other staff in rolling out the new programme. * The new behaviour system is going well and the constant review of the policy has been really helpful to allow us to recognise when strategies need to be developed or changed, hence the policy will be reviewed and be in place for Autumn Term 2017. * Peer mediators are being used well by the other children in the playground and the current cohort of mediators have been really dedicated and effective in their roles. We have been so impressed with the way in which they have carried out the role and they have reported back that they feel the mediation process has not only helped other children but that it has helped them to be more aware and more responsible themselves.  Comment from peer mediator: *“Since I’ve been a peer mediator it’s made me better at listening to others and thinking about ways to make situations better for others.’* Comment from pupil who has used a mediator*: ‘She really helped me when the teacher was busy and I had fallen out with my friend. I go to her again to help me with a problem in the playground’* * On reflection, the reason we exceeded the target for children being able to speak up more could be due to the development of School Council this year. This has really given the children a voice and a platform to share their worries and ideas. School Council meets on a weekly basis and is an excellent opportunity for the children’s ideas and opinions to be shared and responded to. The fact that the leader of School Council, the Assistant Headteacher, did not have class responsibilities enabled him to make regular meetings a priority. In addition, he was often able to act upon priorities raised by School Council members and our pupils saw the impact of their views and opinions being acted upon. * In addition to this, the reason we also exceeded the target on our pupils being able to calm themselves down is due to not only the daily mindfulness sessions we have built in to the classroom routines, but also because of the high quality PATHs teaching which is embedded across the school. This teaches children a range of strategies which vary according to their age and own emotional development. The Learning Mentor was asked to take a small group of children to The House of Commons on 5th July 2017 to present how well PATHS has impacted on the children of Grange on behalf of Barnado’s.   Include details of what did not work and why   * On occasion there has not been enough time for comprehensive RJ conversations to take place following an incident or on the same day, so sometimes the conversation has had to take place the following day or with another member of staff. As RJ has only been in place for one academic year it is not embedded. Some members of staff need support with using RJ consistently. * Some members of staff do not feel as confident or as equipped to deliver the mindfulness sessions as they have only received a small amount of training. This is planned for next term. * On reflection, although we did not meet the target on ‘making up with friends’, we still made a 16% increase. The cohort which completed the second survey was over double the amount of pupils who did the first survey, so it is not easy to compare the pre and post figures. We are confident that we have made good progress with this target and that we will continue to build on the relationships throughout and across the school from the foundations that we have made already. * Targets may have been affected by the fact that there have been significant teaching staff changes this year, resulting in four classes (50% of KS2) not having had the same teacher all year – this has not enabled as consistent an approach as we had hoped. Although we have all been aware of these class changes and supported the children and staff as much as possible, embedding RJ and the new behaviour system has been challenging.   Unintended outcomes/ wider impact:   * All children became more proficient at explaining their feelings, following the line of RJ questioning. This enabled more genuine apologies due to the development of empathy. * Adults in school find that they need to talk less than they used to when sorting out a dispute between children, meaning that the children realise they are being listened to. This in turn increases mutual respect. * The nature of a RJ ‘chat’ is a calm approach and therefore less confrontational. It more often than not leads to a ‘win, win’ situation, enabling adults and children to move forward. * Because the question “What happened?” is open ended, staff have noted that many children use full sentences and explain events more fully that they used to prior to RJ approaches. There seems to be a gradual improvement in use of grammar and increased vocabulary, due to the fact that children are expected to speak in detail and the adults have to listen to the responses to their questioning. * Children are using their skills learnt in PATHS lessons via the RJ conversations. |
| **D: How activity is being sustained**   1. Demonstrate how you intend to share and sustain these activities so they continue beyond the life of this project.  * RJ continuing to be rolled out 2017-18 and all new staff to be trained and supported by the four key staff (RJ champions). * Stay on Green policy has been recently reviewed and adapted for 2017-18. Regular monitoring and reviews will continue through the academic year and changes/adaptations made as the need arises. * A new cohort of peer mediators will be trained, using the existing cohort to support this training and transition. The Learning Mentor will continue to support this system, which is now embedded. * Further training/support to be provided regarding mindfulness strategies and resources to those staff that need this during 2017-18. * A bank of mindfulness techniques and or resources to be developed and made available to all staff. * Monitoring and evaluation schedule for PATHs to be built into subject leader role 2017-18. The Learning Mentor will continue her monitoring role and work in liaison with subject leader. |

Reporting Template HSL Gold Award: Health Priority 2 (Targeted)

|  |  |
| --- | --- |
| Health **& Wellbeing** Priority 2 (Targeted) | Planned Outcome/s |
| Fostering positive relationships and personal development with a Year 5 class, which allows them to build self-awareness and self-esteem to develop positive behaviour for learning. | 1) Increase the percentage of pupils reporting that they can make, keep and break friendships without hurting others from 61% (14/23 sample group) to 87% (20/23 sample group)  2) Increase the percentage of pupils reporting that they can work well in groups with different people in the class from 24% (5/21 sample group) to 75% (16/21 sample group).  3) Increase in the percentage of pupils who report they are able to bounce back from things that don’t go well from 29% (6/21 sample group) to 76% (16/21 sample group).  4) Increase the percentage of pupils who make expected progress across the year. Number of children end of Year 4 making expected progress from 26% (6/23) to 74% (17/23 children). |
| Group |
| Targeted Year 5 class  *(23 total number in group)* |

|  |
| --- |
| **Health & Wellbeing Priority 2: Record and report impact: Evidence of what has changed as a result of the intervention (planned or unintended outcomes and wider impact)** |
| **A: Record results and outcomes**   1. **Overview:**   **NATIONAL DATA**  The Department for Education, in the March 2015 guidance “ Mental health and behaviour in schools” states that:   * *’There are things that schools can do….for those showing early signs of problems…to intervene early and strengthen resilience before serious mental health problems occur.’* * *‘Resilience seems to involve several related elements. Firstly a sense of self-esteem and confidence: secondly a belief in one’s own self efficacy and ability to deal with change and adaptation; and thirdly a repertoire problem solving approaches’* * *‘The role that schools play in promoting the resilience of their pupils is important, particularly so for some children where their home life is less supportive. School should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems*   ***Public Health England stated in ‘The Link between pupil health and wellbeing 2014 that;***  *- …’education and health are closely linked……[and that]……promoting the health and wellbeing of pupils and students within schools….has the potential to improve their educational outcomes and their health and wellbeing outcomes’.*  *- ‘….Pupils with better health and wellbeing are likely to achieve better academically and that …’Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement’.*  LOCAL DATA  ***March 2016 Chimat Child Health Profile for Southwark:*** *children and young people’s mental health and wellbeing is above that of the national average, as indicated in the current Child Health Profile for Southwark. However, the local trajectory is on a slightly higher upward level than that of the national trajectory.*  ***Southwark SHEU 2014****: , 66% of boys and 55% of girls from Years 4 and 6 recorded high and very high levels of self-esteem, indicating 33% and 45% respectively not with good levels of self-esteem, within which 7% overall reported very low levels of self-esteem. In addition to this, 29% of pupils did not report that they felt their school cared whether they feel happy or not.*  *S****outhwark JSNA Wellbeing Factsheet (2014****)* ***Southwark Wellbeing data 2012 (2013 edition)*** *: Grange Ward in Southwark scores at -5, lower than the national average for a* ***higher probability of lower wellbeing*** *for the general population in this ward.*  ***Southwark Children and Young Peoples plan (CYPP) (2013-16 p.4)***   * *We need to ‘…..empower our children, young people, families and their communities to be {emotionally and physically} safe, independent and responsible for their own wellbeing’. We recognise the importance of this universal priority in enabling “……[e]very child, young person and family in Southwark [to] thrive and [be] empowered to lead a safe and healthy life’* ***(CYPP P.3).*** * *‘….Higher levels of wellbeing are associated with improved educational outcomes, greater productivity and continuing employment, improved cognitive ability and quality of life and improved social connectedness….[by]…. [promoting……] self-efficacy, emotional/social skills and resilience, intrinsic motivation and sense of purpose, empathy and pro-social behaviour’.*   ***Southwark JSNA ‘Wellbeing’ Factsheet (2014),*** *that Therefore we will be keen to monitor progress of all pupils through our assessment policy and procedures, in particular in relation to personal self-assessment targets and teacher monitoring of these. Further to this, as stated in the needs analysis of the targeted priority, we will be specifically monitoring the targeted Yr5 attainment data in relation to the emotional wellbeing of this specific group.*  **School Data**  At **Grange Primary School**, a specific area for development that has been identified within the Personal development, behaviour, safety and welfare of pupils strand of the SIP 2016/17 is ‘to continue to develop strategies which will further children’s wellbeing and personal development. Within this, the school SIP prioritises the need to ‘further develop the children’s feelings and to seek appropriate support where necessary. It is essential in order for us to achieve this, that we pay specific attention to the 23 pupils in Year 5 who completed the whole school HEP survey completed by 103/180 KS2 pupils in October 2016 entitled ‘Self-awareness, who were specifically highlighted as benefitting from specific work on relationship and friendship issues, ability to work with a various groups and other children effectively, and to be able to build resilient ‘bounce back’ skills and strategies to cope when things don’t always go according to plan. This is also backed up by feedback from staff that this class has notably increased levels of behavioural incidents and relationship problems.  **School Improvement Plan**   * 1. IP: ***‘Personal Development, Behaviour, Safety and Welfare of Pupils’ strand of the School Improvement Plan (SIP) 2016/17****:* * *‘ to continue to develop strategies which will further children’s wellbeing and personal development’:* * *‘to further develop the children’s feelings and to seek appropriate support where necessary.*  1. Planned outcome   1) Increase the percentage of pupils reporting that they can make, keep and break friendships without hurting others from 61% (14/23 sample group) to 87% (20/23 sample group)  2) Increase the percentage of pupils reporting that they can work well in groups with different people in the class from 24% (5/21 sample group) to 75% (16/21 sample group).  3) Increase in the percentage of pupils who report they are able to bounce back from things that don’t go well from 29% (6/21 sample group) to 76% (16/21 sample group).  4) Increase the percentage of pupils who make expected progress across the year. Number of children end of Year 4 making expected progress from 26% (6/23) to 74% (17/23 children).   1. Outcomes achieved:  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Questions | Nov 16 | Target | July 17 | Diff from Nov | Diff from target | | Increase the percentage of pupils reporting that they can make, keep and break friendships without hurting others from 61% (14/23 sample group) to 87% (20/23 sample group) | 61%  (14/23) | 87%  (20/23) | 78%  (18/23) | +17% | -9% | | Increase the percentage of pupils reporting that they can work well in groups with different people in the class from 24% (5/21 sample group) to 75% (16/21 sample group). | 24%  (5/21) | 75%  (16/21) | 87%  (20/23) | +63% | +12% | | 3) Increase in the percentage of pupils who report they are able to bounce back from things that don’t go well from 29% (6/21 sample group) to 76% (16/21 sample group). | 29%  (6/21) | 76%  (16/21) | 65%  (15/23) | +36% | -11% | | 4) Increase the %age of pupils who make expected progress across the year. Number of children end of Year 4 making expected progress (6/23) to 75% (17/23 children). | 26%  (6/23) | 74%  (17/23) | 83%  (19/23) | +57% | +9% |  1. **Detailed results:** 2. ***“I can make, keep and break friendships without hurting others’***. Our target was a 26% increase  **NOT MET**   Nov 2016: 61% of students (14/23) stated that they were able to do this.  When the survey was repeated in June 2017 the figure had **increased to 78% (18/23**) **an increase of 17%, falling short of the target by 9%**   1. ***I can work well in groups with different people in the class.”* Our target was a 51% increase in those reporting this from the initial survey, Nov 2016 – EXCEEDED**   NOV: 24% of students (5/21) stated that they were able to do this. When the survey was repeated the survey in June 17 87%% (20/23) agreed with this statement which is **an increase of 63%, exceeding the target by 12%.**   1. ***“I am able to bounce back from things that don’t go well.”* Our target was a 47% increase in those reporting this from the initial survey, Nov 2016. – NOT MET**   Nov 2016: 29% of students (6/21) stated that they were able to do this. When the survey was repeated in June 17 the figure had increased to 65**% (15/23), an increase of 36%, falling short of the target by 11%**   1. Increase the percentage of pupils who make expected progress across the year from 26% to 74%. Number of children end of Year 4 making expected progress in reading, writing and maths combined : 26% (6/23). Target: 74% (17/23 children). EXCEEDED   At the beginning of the project there were 26% ([6/23](x-apple-data-detectors://14)) of the children making expected progress across the three areas of reading,  writing and maths combined (baseline from end of year 4). The target was to get to 74% (17/23) of the children making expected progress across  the three combined areas by end of Y5.  The actual result was 77% (17/22) of the children making expected progress or more than expected progress across the 3 combined areas (taken  as an average) exceeding the target by 3% |
| B: Approach   1. Describe how you achieved the outcomes:  * Within the whole school revision of PSHE, we have also added in a bespoke learning programme for this year group including delivering ‘Zippy’s Friends’ and a specifically designed anger management programme. We have also increased the frequency of PSHE lesson with this class to three times a week, in response to the needs of this group. * A small group has been set up with the class TA and the LSA to work with children within this targeted group – these have run as 10x weekly sessions focusing on friendship, social and communication skills. Specific activities have involved turn taking, seeing things other people’s perspectives, empathy and respect. * Quality Circle Time has been introduced by the class teacher and these have run all year. These have been specifically delivered to address friendship and relationship issues and allowed the mixing up of friendships and learning groups. * Introduced peer assessment in relation to others in their group that have worked well and why. This has allowed all children in the group to focus on effective behaviour for learning.      * Literacy research project ‘What Makes a Good Learner’ – this allowed all children in the group to identify all the indicators/what are good learners thinking, feeling doing, what’s happening around them, what are they listening to, what are they ignoring. From this we build a list of what makes resilient learners that the children have used as a checklist, this was put on display to prompt children with these skills. |
| **C: Analysis of results**   * Include details of what worked and why   - The bespoke PSHE learning programme was targeted to the specific needs that this group of children has and as a result was successful in enabling these children to develop much needed skills, particularly around empathy and resilience. This has been a real success for this group.  - When working with the class teacher there has been a noticeable improvement with the groups’ relationships and ability to work well with others. This is due to clear boundaries having been established and these high expectations being consistently implemented. The children in this group have responded really well to this approach.  - The mixing up of the learning groups has worked well and this has really enabled children in the group to get to know everyone else in the group from not only a learning perspective but with friendships as well.  - The social groups that the TA and SLA have really benefitted the children, when they have been run. There have been occasion when the staff running this group have had to be used to deliver other priorities.  - On reflection, the reason we met the target on working well with different people in the class may be due to all the additional circle time sessions carried out as a class. During these discussions, children and adults spoke a lot about how to get along with others and played many team building games which developed trust and co-operation skills. The class as a whole were asked to work with different children to partake in drama sessions throughout the year; initially a lot of adult support was required in order for this to be a success. More recently, this support has been gradually withdrawn, giving the children more responsibility and ownership of their learning. It has been great to see some of the children take a lead and organise the group so they can work effectively.   * Include details of what did not work and why * Not all the children in this group developed the ability to co-operate and learn effectively when the class teacher was not present, but this is something that will continue to be built on next academic year.   On reflection, although we did not meet the targets on making, ‘keeping and breaking friendships’, as well as the target on ‘being able to bounce back’, we still made great gains in both of these areas with a 17% and 36% increase respectively, showing a good move forward in both areas. The class as a whole have many additional needs, presenting challenges for them to relate positively to each other and for their teachers. A large number of the children in the class (13 out of 22) have additional learning and/or social and emotional needs. Many of the children find it very difficult to relate to and get along with others. A huge amount of them find social situations challenging and often struggle to make the right choices.  The class as a whole were very unsettled at the start of the year; they had three class teachers in the academic year 2015-16 and this is difficult for any class of children to contend with. The dynamics of the class were changed due to the mobility; two children left the school and the class gained two new members. One child in particular joined with considerable social and emotional needs, which many class members could not be tolerant of initially.  Now as the year comes to an end, the class are much more focussed and settled. The changes across friendship groups with the addition or loss of children have settled down and new friendships and bonds have been formed. An increased awareness of the needs of peers has developed and although there is still work to be done, the majority of the class have become more tolerant and accepting of differences.  Unintended outcomes/ wider impact:   * A small number of the group have developed their confidence enough to volunteer to support other children with EAL – this is a marked improvement.   ATTAINMENT PROGRESS DATA (see table)   * In addition, there was interest in analysing the data of a cohort with 13 children on the SEN register and multiple children in the group with behavioural needs, to see how much academic progress was made. It is notable that 81% of the group made expected or above progress in reading; 81% made expected progress in writing and 90% of the group made expected or above progress in maths.   Whilst we cannot link attainment progress solely to the work in this targeted plan, we feel that placing an emphasis on the personal, social and emotional development of these children has had a positive impact on their overall progress across the year.  **Y5 targeted group- Progress Data**  (Data below is for 22 children)  **Attainment**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Subject** | **% Above Age Related** | **% At Age Related** | **% Working Towards** | **% Below Age Related** | | Reading | 24 (5 ch) | 45 (10 ch) | 9 (2 ch) | 18 (5 ch) | | Writing | 0 | 55 (12 ch) | 18 (4 ch) | 32 (6 ch) | | Maths | 5 (1ch) | 50 (11 ch) | 18 (4 ch) | 25 (6 ch) | | **Combined** | **0** | **45 (12 ch)** | **9 (2 ch)** | **25 (6 ch)** |   **Progress Made 2016-2017**   |  |  |  |  | | --- | --- | --- | --- | | **Subject** | **% Exceeding Expected Progress** | **% Attaining Expected Progress** | **% Below Expected Progress** | | Reading | 40 (9 ch) | 45 (11 ch) | 19 (2 ch) | | Writing | 27 (6 ch) | 59 (13 ch) | 19 (3 ch) | | Maths | 36 (8 ch) | 59 (13 ch) | 10 (2 ch) | | **COMBINED** | **27 (6 ch)** | **50 (11 ch)** | **12 (3 ch)** |  * Detail changes that have been made to the school and/or local environment      * The school is currently going through a major building renovation, which has been going on since 2015, and there is constant disruption to routine and background noise. Despite this the children have responded well to the priorities and targets in this plan and we are hopeful that their ability to improve further, and make the most of the new build, will be fully recognised and enhanced on completion of the works from Feb 2018. * In addition, the school is moving from one and a half form to fully two form entry from September 2017, meaning there will now be provision for two classes of 30 children in each year group from Reception to Year 6, this will potentially increase the total number of pupils attending the school by 30 pupils if Years 5 and 6 become fully populated. |
| **D: How activity is being sustained**   1. Demonstrate how you intend to share and sustain these activities so they continue beyond the life of this project.  * Current Year 5 will be supported through their transition into Year 6. Additional support has already been identified for some individual children who need continued support to remain focussed and learn effectively. Additional intervention groups will take place to enable accelerated progress to continue. Some children will be seen as a priority by the EP. * PATHs will continue to be taught well by well-trained members of staff, this will build on vital social skills learned this year and develop more complex ideas as the children grow and mature. * A social group, led by a trained LSA who is experienced in supporting children with emotional needs, will continue into Year 6. * The children will have an experienced teacher in Year 6 who is familiar with a variety of learning styles, behaviour management strategies and social and emotional needs of a very challenging class. |