

Larwood School

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PUPIL PREMIUM: USE AND ANALYSIS OF IMPACT AT LARWOOD SCHOOL-2017-2018

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	66
Total number of pupils eligible for PPG	21
Total amount of PPG received	£36000

CONTEXT

PLEASE NOTE-AS PART OF OUR APPROACH TO HEALTH, WELL-BEING AND PROGRESS, ALL STUDENTS AT LARWOOD ARE GIVEN A "FREE SCHOOL MEAL" WHETHER THEY QUALIFY FOR A FREE SCHOOL MEAL OR NOT!

Larwood School is a primary school for pupils with social, emotional and mental health difficulties (SEMH) and all pupils have an Educational Health Care Plan. Pupils are referred to us as part of a panel system organised by Hertfordshire. We have capacity for 64 day pupils, but finished the academic year with 66 pupils on roll. The additional pupils were inducted due to the crisis that Hertfordshire has with too many pupils without suitable placement, and recognising that our school could cope with such demands. Please note that we had already agreed to move to 68 as our designated day school number for 2018 - 2019.

As part of our provision, we are also a residential school and this operates from Monday through until Friday, with pupils returning home at the weekends. We are the only residential (primary) special school for SEMH pupils in the county. This aspect of our provision underwent full review and strategic discussion during the year and it culminated with a full consultation process. Please see the website/associated letters for more information in relation to this matter. Our pupils display the following characteristics:

- **They have all experienced exclusion and at least 1 term away from education.**
- **The vast majority of pupils arrive at Larwood having been receiving part time education. One hour a day quite often being the norm.**
- **2 pupils last year attended 5 schools. 1 pupil has been at 4 schools. 19 pupils had been at 3 schools and the rest of the cohort had been at 2 schools. Therefore, 36% of the cohort had been at, at least two schools before Larwood.**



- Although all pupils have SEMH as their designated need, ASD ranged between 50% and 80% in different year groups, and those pupils with 2 or more identified needs within their statement **ranged from 50%-83%**.
- In year referrals meant that, the size and dynamics of every year group changed during the year. This varied from the lowest amount of change for **Year 6 with 13%, Year 5 - 40%, Year 4 - 11%, Year 3 - 85% and Years 1 and 2 - 50% of pupils were new during the year.**
- 26/66 pupils were new to the school at the start of the academic year, which equates to **40% of the school population.**
- **1 pupil had been permanently excluded from both mainstream and specialist provision.**

It is appropriate to state that all of our pupils have experienced the challenges and issues that any officially designated pupil premium pupil may have.

Please note there are specific characteristics of this cohort which include family related breakdown including pupils witnessing violent incidents, legal proceedings, medication issues, family upheaval/displacement, and drug and alcohol related issues.

WHAT IS THE PUPIL PREMIUM?

The government have funded research that has demonstrated that those pupils who are eligible for 'free school meals', those in care, and those that have parents in the armed forces, can be disadvantaged when at school comparing to those who do not experience such circumstances. At Larwood School, we have pupils who are deemed to be from a disadvantaged background due to low income and hence pupils being able to claim free school meals as well as a small proportion who are in (or have been) in care.

Our targets for the pupils that qualify for this funding are:

- To ensure that whatever proportion of time spent at Larwood is enhancing their progress and well-being.
- To provide the best possible transition and therefore create the opportunity for learning for these pupils
- To provide 'Wave 1'-Quality first teaching with particular focus on literacy and numeracy, and Wave 2-catch where appropriate
- To ensure that pupils get back to learning, behaving and making progress that did not take place in their previous settings.

The Sutton Trust has reviewed possible interventions and applied an evidence rating of 1* for very low or negative impact for very low or no cost, to 4* rating for high impact activities which are low cost. The rating may be referred to in the text below.



HOW THE PUPIL PREMIUM WAS USED DURING 2017 - 2018

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Additional support was provided for all of the students at Larwood via our enhanced staffing ratios. This means that for every class (usually 10 students or below), there is a teacher and a Learning Support Assistant. **(3* rating by Sutton Trust report)** This is essential, not only for Pupil Premium pupils but for all pupils. As our pupils arrive and they have already experienced school breakdown and quite often family breakdown, the extra support, time and guidance are all essential components in the process that allows our pupils to re-engage with the education system.

Targeted support for students was also provided due to the enhanced nature of our staffing. This in practical terms meant that each child received greater input and individual feedback relating to behaviour and progress from both class teacher and Learning Support Assistant. For example, one pupil within this group received targeted support dedicated to issues and perceptions in relation to attendance.

Although the Sutton Trust report on the use of Pupil Premium funding presents some questions regarding class sizes, we believe that small classes are vital for our student's progress, behaviour and emotional well-being. All of our classes are usually 10 students or less and this enables the points above to become part of everyday practice.

HOW CURRICULUM ACTIVITIES WILL BE ADJUSTED OR USED IN THIS AREA:

CLASSES' SIZES WILL REMAIN SMALL (BETWEEN 8 - 10 PUPIL'S MAXIMUM AT ANY GIVEN TIME)

"One to one" interventions were used as part of our targeted support and feedback process and alongside this; we have adapted our curriculum to suit our learner's needs. We will continue to do this. An example of curriculum adjustment includes our Thursday afternoon skills curriculum, 1-1 sessions to help close the gap between current and previous learning and where students take part in clubs that are selected by them. Other Examples of this include cookery sessions, support for literacy, support for transitions (internal and external as part of moving onto secondary school), LEGO therapy, speech and language support, Counselling, Brain Gym, POD and physical based intervention's. **(4* rating according to Sutton Trust report)**

Cost associated with providing this level of support is in excess of the grant provided, but supplemented with other funding.

Another special feature of our curriculum is the provision for Year 6 pupils during 2017 - 2018 was our MAPS course (Music, Art and Performance Skills) for Year 6 pupils, alongside the MAD course (Music, Art and Drama course for pupils in year 5. **(3* rating according to Sutton Trust)** Additional support was put into place for literacy based needs supporting pupils in in Year 5 (moving to Year 6) but also supporting other pupils where the need was identified.



Please find below a copy of the link to the Sutton Trust Teaching and Learning toolkit. This ranks different approaches to teaching and learning, their relative cost and effectiveness. Please also see comparison of pupils receiving the premium compared to those that do not.

www.suttontrust.com/.../toolkit-of-strategies-to-improve-learning/

IMPACT OF THE PUPIL PREMIUM 2017 - 2018

Before seeing key progression, data related to this group, please note the following:

HOW DO WE JUDGE PROGRESSION?

Based on the information above relating to our assessment system, our grading's are defined in the following way:

EXCEEDING TARGET OR OUTSTANDING PROGRESS

Better than the target rate of 1, 2 or 3 steps of progress set at the start of the year per subject

MEETING EXPECTED PROGRESS BASED ON CONTEXT OR TARGET

Making steps of progress towards the school based targets, considering limiting factors such as type of needs and time spent at Larwood. For some pupils, this may be equivalent to 1 or 2 steps of progress.

LESS THAN EXPECTED PROGRESS BASED ON CONTEXT BUT PUPIL HAS MADE PROGRESS NO PROGRESS

HOW DO WE MONITOR PROGRESSION?

- Half termly assessments using an Academic Mentoring system
- The use of Standard Attainments Tests (SATs) in Year 6
- Internal moderation of pupil work, alongside external moderation where possible
- Review by Hertfordshire Improvement Partner
- External review of assessment via moderation process conducted by Hertfordshire colleagues
- Academic Mentoring to track progress and engage with pupils-THIS IS NOT JUST FOR ACADEMIC SUBJECTS BUT ASLO COVERS PERSONAL PROGRESSION AND INDEPENDENT LIVING SKILLS
- Work scrutiny
- Meet the Teacher event, review of Education Health Care Plans and summative reporting



OVERVIEW OF ACADEMIC PERFORMANCE FOR THIS GROUP OF PUPILS 2017 - 2018

Key-R=Reading, W=Writing, M=Mathematics, S=Science. NB. All numbers expressed in percentages.

Cohort numbers are all very small and therefore all numbers are treated with reservation.

Year Group	Exceeding Target or Outstanding Progress	Meeting expected rate of progress based on context or Achieved Target	Less than expected progress based on context but pupil has made progress	Size of cohort making progress compared to target
Year 3- 1 pupils SEMH plus ASD	1 PUPIL-NA	1 PUPIL-NA	1 PUPIL-NA	
Year 4 5 pupils SEMH plus 4 pupils ASD.	R-20 W-20 M-0 S-20	R-80 W-20 M-60, S-40	R-20 W-80 M-40 S-40	Read-100 No progress-0 Write-20 No progress-22 Maths-60 No progress-0 Sci-60 No progress-0
Year 5 7 pupils SEMH plus 6 pupils ASD NB-2 pupil not included due to needs/context	R-20 W-20 M-20 S-20	R-40 W-40 M-60 S-20	R-40 W-40 M-20 S-60	Read-60 No progress-0 Write-60 No progress-0 Maths-80 No progress-0 Sci-40 No progress-20
Year 6 8 pupils SEMH plus 7 pupils with ASD for 2 pupils, and 3 pupils with ADHD NB-1 pupil not included due to context.	R-42 W-57 M-57 S-29	R-29 W-29 M-29 S-71	R-29 W-14 M-14 S-29	Read-71 No progress-0 Write-86 No progress-0 Maths-86 No progress-0 Sci-100 No progress-0

COMMENTARY ON THE DATA PROVIDED ABOVE

CAUTION:

DUE TO THE LOW NUMBERS INVOLVED WITHIN THE DATA SET, MANY ASPECTS OF THE DATA ARE UNRELIABLE.

Some broad and more detailed aspects of progression for these pupils can be identified:

- All pupil premium pupils made progress in reading. In three-year groups, some pupils made outstanding progress compared to their starting position (range between 20 and 42%)
- All year groups made progress in writing, except year 3 but this year group has one pupil as the data set. In three-year groups, pupils made outstanding progress compared to their starting position (range between 20 and 57%). Year 4 pupils did not make as much progress in this area and 2 pupils made less than expected progress.
- All pupils made progress in Maths, with 2-year groups and pupils making outstanding progress (Range 20-57%). Year 4 pupils did not make as much progress in this area, compared to other year groups.
- All pupils made progress in Science, with some pupils in all year groups making outstanding progress (Range 20-29%-Cohort of 1 pupil excluded).
- Pupils benefitted from a range of supportive measures that were applied using academic data, but also ongoing and fluid situations in relation to external influences. Examples have already been mentioned.
- Year 6 pupils all received comprehensive support for transition to their new school and support for all subjects as they approached the SATS in May. All pupils completed the tests as pre-arranged.

IMPACT OF THE INTERVENTIONS USED IN 2017/18 AND WIDER IMPLICATIONS FOR PUPIL PROGRESS

ENHANCED STAFF RATIOS

A range of information is available that supports the fact that our staffing structure provides the vast majority of pupils, with the support and guidance that they need to engage. This includes the Progress and Achievement report, Behaviour and Attendance report and Teaching, learning and Assessment report.

EXAMPLES INCLUDE

Case study 1. Drastic improvement in behaviour compared to previous year (awarded black shirt), progress gained in all curriculum areas.

Case study 2 New pupil in 2017. Behaviour transformed very quickly compared to previous school. Pupil experienced two separate medical incidents, which meant time away from school. Academic progress excellent for time spent at Larwood (3 in Maths, 3 in Science, 3 in reading and 3 in writing).

Case study 3. Pupil with SEMH and ASD/medical needs. Behaviour excellent and became Black shirt status. Academic progress also good (Maths 3, Science 3, read 3, write 3).



TARGETED SUPPORT. SUCH AS 1-1 LITERACY INTERVENTIONS

This carried across the cohort and no clear pattern can be drawn from the information. There are examples of secure progress compared to very little progress previously, and slow progress. Discussion via SLT meetings last year, ensured a clear review every half term reflects on the progress being made based on data. 4 clear examples of where this has generated the required impact can be noted.

CURRICULUM ADJUSTMENT, SUCH AS MAPS

All pupils, except for one, in MAPs (judged as safe at the time) took part in a trip to London to see The Lion King and also performed in a Larwood School production of The Lion King to the rest of the school. Please also see the 'Living off the Land' program, 'Hammer time' and 'Go-Kart' projects review by TLR post holder.

ACTIONS FOR 2018 - 2019

- Review of pupil progress with focus on Year 4 cohort (Year 5 in 2018-19) to provide support where appropriate and in relation to performance data.
- Creation of extended review for newer support mechanisms such as Lego and Brain Gym
- Review of cohort progress each half term with associated actions as the year progresses.

PLEASE NOTE THAT A FURTHER DETAILED BREAKDOWN OF INDIVIDUAL PUPIL PERFORMANCE IS AVAILABLE FORM THE HEADTEACHER ON REQUEST

ALLOCATED SUM FOR PUPIL PREMIUM FOR 2018 – 2019: £44,860.00
PLEASE NOTE THAT EXACT NUMBERS MAY VARY DUE TO THE NATURE OF SCHOOL

