



Headteacher: Sean Trimble

What we know about ourselves-Larwood School Self Evaluation Series 2018-19.

Pupil Premium Grant-use and analysis of impact.

FOCUS: PUPIL PREMIUM

This report should be read alongside others in the 'What we know about ourselves' section of the website or internal server.

CONTEXT

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. Key factors to consider as part of this year included:

- During the course of 2018-19, we added to our capacity from 64 day pupils to 80 day pupils. This was due to a residential unit consultation that concluded by closing that unit and opening an additional 12 day places. The extra day spaces are all for pupils who have an SEMH diagnosis and autism. This is called The Space Hub
- During the course of the year, around 60% of our pupils either had a formal diagnosis of autism or had the traits of autistic behaviour
- We started to provide an outreach service for primary schools within Stevenage. This was contracted via our Developing Specialist Provision Locally (DSPL) group, and we have staffed this appropriately.
- Throughout the year, we supported a local secondary SEMH School (Brandles) that had gone into Special Measures following inspection in 2018. Continued discussion and work has taken place for use to be able to sponsor them and for them to become part of Larwood Academy Trust.
- We reviewed and changed our curriculum ready for implementation in September 2018 alongside a new assessment system. This is the Chris Quigley Essentials curriculum and the Depth of Learning assessment that works alongside the CG curriculum. This all took place before the big Ofsted focus on the curriculum!
- *All of our pupils 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.*
- *3 pupils last year attended 5 schools. 2 pupils have been at 4 schools, 32 pupils had been at 3 schools and the rest of the cohort had been at 2 schools. Therefore, 49% of the cohort had been at, at least two schools before Larwood. 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.

OVERALL GENERAL PROFILE FOR THE SCHOOL DURING 2018-19

Year	Number of pupils and % change over the year	Boy/girl	% Autistic Spectrum Condition	% 2years plus at Larwood	Profile Low/Mid/High
1	2-100%	Boy	100%	0	100/0/0
2	6-50%	Boys	67%	0	80/20/0
3	9-44%	Boys	78%	22%	77/11/11
4	20-35%	19 B 1G	65%	5-15%	75/15/0
5	17-53%	13B 4G	70%	6-35%	72/12/6
6	27-22%	25B 2G	52%	11-48%	80/15/5

KEY POINTS ARISING FROM THIS PROFILE WITH IMPACT ON FUTURE PRACTICE:

1. The biggest 'in year' pupil variation took place for Yr 1 (100% but only 2 pupils) followed by Year 5 (53%). The range of in-year variation with pupil growth was between 22% (yr 6) and Year 1. Limited growth in Year 6 is helpful for established pupils and staff but is impossible to predict or control. Our current pupil induction process seems to allow the vast majority of pupils to arrive and settle down quickly, many of which then make rapid and sustained progress. We need to continue to refine and replicate this practice.
2. We remain heavily boy orientated with 7 girls in the school during 2018-19. We must continue to review our provision for girls and their needs as individuals and as a group as the year progresses. Our practice evolved this year, and additions such as girl only PSHE sessions and a broader range of activities were met positively by pupils.
3. We continue to have a high proportion of pupils with autism, and with the opening of The Space Hub, this has got even higher! This varies from 52% in Year 6 to -100% in year. Pursuing best practice for autistic children is in the best interests of all and our Hub needs to develop into a beacon for potential replication across Hertfordshire
4. We are dominated by a low ability profile across the school based on very sketchy previous assessments. However, our own internal assessments also prove that there are huge gaps in learning and development for all pupils upon entry to Larwood.

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 2018-2019:

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!

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.

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 INCLUDE:

- Year 6 pupils during 2018-2019 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 4 (moving to Year 5) but also supporting other pupils where the need was identified.
- Provision of a Skills based curriculum on Thursday afternoons including a range of offsite activities such as skiing and elements of a life skills course
- The introduction of Hand on Mondays, where all lesson content is taught in a kinaesthetic way whenever possible
- The introduction of stunning starts and fantastic finishes to support motivation for writing. Additional costs were incurred with this process for all pupils.



- A comprehensive CPD program for all staff based on the needs of all pupils and staff but included working with ASC pupils, behaviour management, mental health Level 2 award for staff, numeracy and safe guarding.

In June 2019, the Education Endowment Foundation updated its guidance in relation to best practice for use of Pupil Premium funding. Its findings correlate strongly with Larwood Schools and the following is extracted directly from that guidance:

A tiered approach to Pupil Premium Spending Teaching for example:

Professional development Recruitment and retention Support for early career teachers

Targeted academic support for example Structured Interventions Small group tuition One-to-one support

Wider strategies for example Behaviour Approaches Breakfast Clubs Increasing attendance

Adopting a tiered approach, the tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary from year to year as schools' priorities change. However, the idea of tiers of support can offer a useful framework for thinking about how to balance different forms of spending. Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference. For example, a school with high Pupil Premium funding might select two to three priorities in each category, considering the support for successful implementation that needs to be in place and how their chosen approaches work together, rather than creating a longer list of strategies that will each receive less attention. Teaching Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Targeted academic support Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. Wider strategies Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community

Positive developments during 2018-19 (overview and data related)

- **We continued with our philosophy that all pupils at Larwood are vulnerable and therefore all are treated with the same high level of diligence and care that any PP pupil should have.**
- Most pupils made good progress when compared to starting points and other indicators. (see tracker sheet for overview and individual trackers as examples)
- A new group tracker was used by the Headteacher during 2018/19 and shared with various parties on a termly basis to help enable all to maintain an overview of progress during the course of the year



- 13/21 pupils (62%) ended the year with good and/or improving attendance when compared to starting points. With the 6 pupils where additional support was directed specifically in connection with attendance, 5 made good improvements and all had 90% at the end of the year, and 2 pupils had 95%+ attendance. One pupil improved their attendance overall and in comparison to last year but remained low at 66%.
- All pupils in this group made progress or good progress in their reading-see individual tracker sheets
- 13/21 pupils made good progress with writing (62%) and all other pupils made progress with writing. -see tracker sheets
- 12/21 pupils made good progress with Maths and the remaining 9 pupils all made progress in this area.
- 12/21 pupils made good progress in Science and the remaining 9 pupils all made progress in the area-see tracker sheets.
- Communication and sharing of information for this cohort was better in comparison to previous years due to the introduction and use of the tracker.
- 6/21 pupils were deemed suitable to just receive Level 1 and Level 2 support. 9 pupils also accessed Level 3 support and 6 pupils accessed Levels 1-4 support.
- Level 3 support. This included specific interventions which may have included Sprite, numeracy, Brain Gym, attendance focus, Frank the Dog etc. All pupils made good progress with these interventions including one pupil who was in crisis during the autumn term dramatically reduce his number on incidents and return to a Level 1 program, two pupils having the best recorded attendance since being at Larwood, and two pupils not having any behavioral incidents at all.
- Level 4 support included two cases whereby attendance was improved by 6% across the year for both pupils, and for all pupil's great progress was noted in relation to low number of incidents or decreasing number over time.

Positive developments during 2018-19 (Specific intervention related):

6 MT	SEMH	Refusal to engage, violence, attendance, home	1	3	4 C	N
6 JS	SEMH	Attendance, ASC, sensory, home	3	2	FSM-IN	L M
4 SJ	SEMH	Home, attendance,	3	4		
5 NG	SEMH	Attendance, lack of engagement, home	1	2	4 J	K
4 RK-New	SEMH		1	2		
4 RK	SEMH	ASC,	1	2	3 H/A	G
4 SJ-New	SEMH	Refusal to engage, violence, attendance, home	1	2		
4 RK	SEMH	Refusal to engage, violence, attendance, home	1	2	3H	H
5 SK-New	SEMH		1	2		
5 NG	SEMH	Attendance, refusal to engage,	1	2	5 O	
4 EW-hub	SEMH	Low ability, ASC, home, lit/num, sensory	5	2 C	Level 5	
6 Ewo	SEMH	Refusal to engage, violence, attendance, home	1	2	3 A	
5 SK	SEMH	ASC, social skills	1	2	3	
6 JS	SEMH	Refusal to engage, violence, attendance, home	1	2	3	
5 NG	SEMH	Attendance, low ability, lit	1	2	3 A	O
4 NG-New	SEMH		1	2		
5 AR-Pod	SEMH	Mental health related	1	2	3 4 5	J H
6 JS	SEMH	Attendance, home	1	2	4 J	K
6 SK	SEMH	Low ability, ASC, home, lit/num, sensory	1	2	3 J/N	4-
6 JS-New	SEMH	Attendance, sensory, home	1	2	3 J	
6 Ewo-New	SEMH		1	2		

Classifications:									
Level 1 -SEMH provision and class of 8 pupils with, 1 teacher and 1 LASA for support-daily									
Level 2 -Academic Mentoring-review of progress with pupil-R/W/M/ Beh/Att/Personal development skills-half termly									
Level 3 -Specific intervention work with focus on aspect of development from data eg Literacy, numeracy, social skills, brain gym, Frank the dog, attendance									
Level 4 -Specific support based on data provided by external specialist eg School based FSW, counselling, external FSCW (Psych Ed background)									
Level 5 -Hub placement									
Sprite-1	✓	☞	A						
D/T-2	✓	☞	B						
Cooking	✓	☞	C						
Writing	✓	☞	D						
Maths	✓	☞	E						
Brain Gym	✓	☞	F						
Lego T	✓	☞	G						
Animal	✓	☞	H						
POD	✓	☞	I						
FSM-In			J						
FSM-Out			K						
Att Officer			L						
1-1-reward or movement break			M						

		Impact, key data to support interventions and other factors					
Year gp	Class	Att	Incidents	prog R	Prog W	Prog M	Prog S
6	MT	81/88/89/89/87	6~1-5	~	~	~	~
6	JS	60/71/62/68/66	3~1~4				
4	SJ	95/92/96/97/97	1~1				
5	NG	88/97/94/94/94					
4	RK-New	95/95/100/98/97	1~1~2				
4	RK	97/90/98/97/95	2~2~2~5				
4	SJ-New	91/91/92/91/88	0				
4	RK	100/100/100/100/97	3~4~1				
5	SK-New	100/98/96/94/94	1~7~4				
5	NG	93/91/95/96/95	0	*****			
4	EW-hub	93/97/94/94/95	2	~~~~~			
6	Ewo	90/89/87/89/91	2~4~2				
5	SK	92/93/95/94/94	0				
6	JS	90/96/84/84/82	1~3~2				
5	NG	97/98/96/97/97	0				
4	NG-New	100/100/98/96/94	0				
5	AR-Pod	97/97/91/90/90	17~7				
6	JS	92/85/92/91/90	0				
6	SK	100/100/100/99/99	0				
6	JS-New	100/99/92/93/93	0				
6	Ewo-New	96/96/90/93/89	2				

The shading above is based on a traffic light system, therefore green indicates good progress etc.

Sprite (In house delivery):

Animal assisted therapy (External provider and trained dog):

Three pupils within the cohort experienced this type of intervention. All three engaged very positively with the process and for one pupil, it seemed to be a turning point in relation to their behavior, which then also had a huge impact on their progress in read/write and Maths (graphs are available to view in relation to this). This is an expensive and specific intervention, however, can be life changing one and is almost impossible to put a price on!

Cooking (In house delivery):

All pupils benefited from this provision in line with the rest of their class and

Brain Gym (In house delivery)

POD (In house, separate area/delivery):

This was used for one pupil and due to a variety of factors-please discuss with Headteacher.

Space Hub (School, within our school for SEMH pupils who also have autism)

This was used for one pupil only and due to a variety of factors-please discuss with Headteacher. There is a higher level of adult support in the Space Hub (12 pupils and 4 staff, compared to 8 pupils and 2 staff in the rest of the school), and this was essential for the pupil concerned.



ATTENDANCE OFFICER (EXTERNAL OFFICE/ADDITIONAL COST)

With the 6 pupils where additional support was directed specifically in connection with attendance, 5 made good improvements and all had 90% at the end of the year, and 2 pupils had 95%+ attendance. One pupil improved their attendance overall and in comparison to last year but remained low at 66%. In reality, the impact of the Attendance officer was limited, when compared to our own day-to-day actions and communication with family, when reviewed for the one case where it was applicable.

What should Larwood School do to enhance better pupil progression, as a result of this self-evaluation, next year?

Description	Desired impact	Indicators for success	Any cost?
Review completed individual trackers in terms of benefits and actions	The information aids the process of supporting and reflecting upon process for such pupils and is worth the time devoted to creating them.	All staff will agree that it is worthwhile by July 2020-ST to lead	Time
Review elements of Level 3 and 4 support now that FSW-external contract has finished	Support is appropriate for pupils potentially in the form of psychotherapist	Those pupils that need this type of support can access it and via monitoring it aids them to regulate and access the curriculum. By Dec 2019-ST to lead	Initially no as staff member will be on placement.
Continue to promote knowledge and understanding of PP group, activities and progress	Greater awareness of this group, and their progress is shared and understood by all staff and governors	Staff access to info Q and A with staff/governors indicate they have access to such info by Feb 2020-ST to lead.	Time.