

Larwood School

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WHAT WE KNOW ABOUT OURSELVES-LARWOOD SCHOOL SELF EVALUATION SERIES 2019-20

FOCUS: PUPIL PREMIUM REPORT

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 2019-20, we added to our capacity from 80 to 86 pupils. This was due to the revamping of a previous space called the Playbarn, which enabled ore pupils to join our school and reduce lost time away from education. This was in direct response to the placement crisis that Hertfordshire has been experiencing with special needs pupils.
- 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
- Like other schools across the country our provision was effected by Covid 19. We took the decision to close down at the start of the crisis (March) due to a lack of staff and the high infection rate. During the Easter holidays we opened for Key Worker pupils, then slowly but carefully expanded numbers over a period of weeks. BY June we had all pupils experiencing some physically based provision, except those that needed to shield, and those whereby parents choose to keep children at home for a variety of reasons. Therefore, we had half of the year effected by Covid 19, which impacted upon our attendance, progress and curriculum model.
- We adapted our provision in light of Covid 19 to provide a physical school and virtual school.
- We continued to support a local secondary SEMH School (Brandles) that had gone into Special Measures following inspection in 2018. In Feb 2020, they were formally adopted in Larwood Academy Trust.
- We were inspected by Ofsted in October 2019 and it concluded that:

Larwood School continues to be a good school.

There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now.

Pupils thrive at this school. They learn in a stimulating environment where adults deliver curriculum that is exciting and helps pupils learn well. Pupils' needs are often met through carefully planned activities from specialist teachers. Staff organise learning to get the very best from pupils.



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.

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 2019-20

Year	Number of pupils and % change over the year	Boy/girl	% Autistic Spectrum Condition	% 2years plus at Larwood	Profile Low/Mid/High
1	0-	NA		0	
2	6-50%	Boys	67%	0	80/20/0
3	10-50%	Boys	60%	40%	90/10/0
4	17-53%	16 B 1G	67%	41%	78/22/0
5	25-28%	23B 2G	44%	50%	92/8/0
6	26-35%	20B 6G	50%	11-46%	84/16/0

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

1. The biggest 'in year' pupil variation took place for across three year groups this year, whilst we have tended to have one year that stands out. Therefore, Years 2, 3 and 4 all had 50%+ variation. Our systems have refined to such an extent that this is our 'norm' and I have challenged many an external visitor (including Ofsted in October 2019) to identify new pupils in the class. None have been successful so far!
2. We remain heavily boy orientated however, we did have our highest number of girls for some time- 7. Curriculum adjustments were made to reflect this, including some topics and groupings being for girls only.
3. The Space Hub evolved and much of its practice refined to assist pupils with autism. This was noted via our 2019 inspection.
4. As with many other schools and the rest of the UK, we only had what can be described as a 'normal' six months of provision. From March onwards, we had to rapidly adapt due to Covid 19. This led to a restructuring of staff roles and a vast range of video/online learning resources being used for our pupils. We maintained a Key Worker/most vulnerable group throughout the pandemic, and then gradually extended numbers when safe to do so. Therefore, by July, we had approx. two thirds of the pupil population accessing at least two days of physically taught curriculum per week.

WARNING-COVID IMPACT FROM MARCH AND SMALL COHORT NUMBERS



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 2019 – 2020?

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 off-site 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.
- **A range of interventions for pupils based on needs and identified outcomes. This has included Lego Therapy, Brain Gym, increased read/write/numeracy support, Animal Assisted Therapy and use of attendance related strategies to ensure consistency of provision.**

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



WARNING-COVID IMPACT FROM MARCH AND SMALL COHORT NUMBERS

This data was generated via the Chris Quigley Depth of Learning system and in association with the Essentials Curriculum (new Sept 2018).

WHAT DID WE DO DURING PANDEMIC RELATED TO COVID 19?

After an initial two closure just before the Easter holidays (unsafe staffing levels due to isolation procedures), we started to have a number of pupils back in school during the Easter holidays. We did the following over time:

- **Initially maintained a small group of pupils in school with a small cohort of staff**
- **Started to rotate staff each week for one/two days in school where they were able to**
- **SLT came in every day but maintained social distance**
- **Monitored all pupils each week via tutor based calls/emails**
- **Tutors sent out personalized videos using the Larwood School YouTube channel**
- **Produced over 300 online lessons/assemblies and challenges for pupils when they were not in attendance**
- **Gradually extended the number of pupils and staff back in school over time. By July, all staff had been in school for at least one day and approx. two thirds of pupils had been back. Only those pupils whose parents did not want to send them back, or were shielding did not attend in July.**
- **We concentrated on outdoor learning and did not follow our prescribed curriculum for pupils in attendance at this time.**
- **The Headteacher write to parents each week and surveyed them as to what they wanted/planned for with their children.**

WARNING-COVID IMPACT FROM MARCH AND SMALL COHORT NUMBERS

PROGRESS IN WRITING FOR PP PUPILS:

Year 2- 3 pupils and 100% good progress from starting points

Year 3-6 pupils, with 5/6 or 83% making good progress with one pupil making progress.

Year 4-5 pupils-all made progress in writing, however, one pupil only in situ for less than one term

Year 5-16 pupils with 12 pupils making good progress (75%) and 4 pupils making progress.

Year 6-20 pupils with 15 making good progress (75%) and 5 making progress

WARNING-COVID IMPACT FROM MARCH AND SMALL COHORT NUMBERS

PROGRESS IN MATHEMATICS FOR PP PUPILS:

Year 2- 3 pupils and 100% good progress from starting points

Year 3-6 pupils, with 100% making good progress.

Year 4-5 pupils-all made progress in Mathematics, however, one pupil only in situ for less than one term



Year 5-14/16 pupils made good progress (88%) with 2 pupils making progress

Year 6-14/20 pupils made good progress (70%) with 6 pupils making progress.

WARNING-COVID IMPACT FROM MARCH AND SMALL COHORT NUMBERS

PROGRESS IN SCIENCE FOR PP PUPILS:

Year 2- 3 pupils and 100% good progress from starting points

Year 3-6 pupils, with 100% making good progress.

Year 4-1 pupils-made good progress in Science, with 4 pupils making progress and one pupil only in situ for less than one term

Year 5-14/16 pupils made good progress (88%) with 2 pupils making progress

Year 6-14/20 pupils made good progress (70%) with 6 pupils making progress.

Overall, the profile, even though only valid until Easter due to Covid, shows good progress for our pupils across most year groups. Further progress may have also taken place during the summer term

WHAT DIDN'T GO ACCORDING TO PLAN OR AS WELL AS WE HAD HOPED IN 2019/20

Year 4-more pupils not making 'good' progress rather than progress alone. NB Numbers are low in this cohort.

We didn't have the opportunity to apply all interventions as we had planned-Covid 19!

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 each pupil upon arrival back in school in September, to provide a personalised package of support where needed.	Pupils make good progress from starting points, and gaps are minimised/closed where they have been created.	DOL will indicate good progress	NO
Covid 19	This had the biggest effect on some pupils, as an unknown issue, therefore when we face further issues, we want to be able to provide continuity of	Reviewed and adjusted virtual learning processes	CPD time Photocopying



	provision, with feedback. This would be for any circumstances, apart from if a pupil was ill and could not partake in work.	Physical learning resources ready for a two week absence.	
Monitor and personalise due to previous Covid outbreak and any new outbreaks over time.	Accurate assessment information that informs planning and actions as time/situations changes with pupils and Covid	Continuity of provision will be maintained.	NO

HOW WILL THE PUPIL PREMIUM BE SPENT DURING 2020-21 (£47,520.00)?

- **Please note that we staff all classes with extra support due to the needs of our pupils, but we also give**
- All pupils access to a free midday meal (hot lunch is a daily choice) – (26k per year)
- A range of staff are allocated to deliver weekly support in a range of areas. This includes literacy, math, daily dog therapy including reading to Buddy, specialized dog therapy, brain gym, social skills, sand tray therapy, counselling, (2 x staff-36k per year)
- POD Provision, which ranges from daily support to more concentrated support depending on context. (2 x staff 40k per year)

YOU WILL NOTE THAT WE SPEND WAY OVER OUR PP ALLOCATION ON AN ANNUAL BASIS

