



# Larwood Academy Trust

**Executive Headteacher:** Mr Sean Trimble | B.Ed (hons) MA NPQH |

WEBB RISE, STEVENAGE, HERTFORDSHIRE, SG1 5QU

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**Brandles School**

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## What We Know About Ourselves-Larwood School Self Evaluation Series 2020-21

Larwood School Context and Generic Profile-Please see separate document.

NB-This year we have introduced the use of **KISS** to assist our self-evaluation review process:

**K**-Keep it

**I**-Improve (by doing what and what would be the expected outcome)

**S**tart-a different way of working or project to assist this area, outlining the reasons and outcomes

**S**top it! With reasons for this.

### **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

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- To ensure that pupils get back to learning, behaving and making progress that did not take place in their previous settings.
- To ensure that whatever effects Covid may have on individuals, via a range of situations, we are ready to

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 2020-21:**

**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.

Additionally this year, having expanded our staffing structure to enable a greater proportion of targeted support for certain groups of pupils. This included pupils who may qualify as Pupil Premium, for support via reading (including reading to our therapy dog), writing, Phonics numeracy, social skills, Brain Gym, Sand Tray Therapy, Breakfast Club, exercise, and access to trained counsellors via The Butterfly Rooms.

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

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Another special feature of our curriculum include:

- Year 6 pupils continue to access 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) This had to be adapted due to Covid but all classes took part in a production and we have videos of this.**
- 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. Again adaptations made here due to Covid so a reduce menu was offered.
- The introduction of Hand on Mondays, where all lesson content is taught in a kinaesthetic way whenever possible
- The continuation 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 and its adaptation into a virtual program.

**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.

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**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 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).

### WARNING-COVID IMPACT AND SMALL COHORT NUMBERS

For all tables below, Depth of Learning progress equates to that, that would be expected in a mainstream setting. We have opted for this as we aspire for our pupils to achieve this and many can do, with the correct support and interventions.

## Writing

### Pupil Premium

Attainment Forecast						Progress	
						Making Progress	Good Progress
<a href="#">Year 1</a>	0%	0%	0%	0%	0%	0%	0%
<a href="#">Year 2</a>	50%	50%	0%	0%	0%	0%	100%
<a href="#">Year 3</a>	60%	40%	0%	0%	0%	60%	40%

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<a href="#">Year 4</a>	22.20%	66.70%	0%	0%	0%	22.20%	77.80%
<a href="#">Year 5</a>	42.90%	35.70%	7.10%	0%	0%	42.90%	57.10%
<a href="#">Year 6</a>	11.80%	76.50%	11.80%	0%	0%	23.50%	76.50%
<b>Total</b>	29.80%	57.40%	6.40%	0%	0%	31.90%	68.10%

### Reading

#### Pupil Premium

Attainment Forecast						Progress	
						Making Progress	Good Progress
<a href="#">Year 1</a>	0%	0%	0%	0%	0%	0%	0%
<a href="#">Year 2</a>	0%	100%	0%	0%	0%	0%	100%
<a href="#">Year 3</a>	80%	0%	0%	20%	0%	40%	60%
<a href="#">Year 4</a>	11.10%	77.80%	0%	0%	0%	11.10%	88.90%
<a href="#">Year 5</a>	28.60%	35.70%	7.10%	7.10%	0%	21.40%	78.60%
<a href="#">Year 6</a>	11.80%	64.70%	5.90%	5.90%	0%	11.80%	88.20%
<b>Total</b>	23.40%	53.20%	4.30%	6.40%	0%	17%	83%

### Maths

#### Pupil Premium

Attainment Forecast						Progress	
						Making Progress	Good Progress
<a href="#">Year 1</a>	0%	0%	0%	0%	0%	0%	0%
<a href="#">Year 2</a>	50%	50%	0%	0%	0%	0%	100%
<a href="#">Year 3</a>	100%	0%	0%	0%	0%	60%	40%
<a href="#">Year 4</a>	33.30%	55.60%	0%	0%	0%	33.30%	66.70%
<a href="#">Year 5</a>	35.70%	35.70%	7.10%	0%	0%	57.10%	42.90%
<a href="#">Year 6</a>	11.80%	52.90%	29.40%	0%	0%	11.80%	88.20%

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<b>Total</b>	34%	42.60%	12.80%	0%	0%	34%	66%
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## Science

### Pupil Premium

Attainment Forecast						Progress	
						Making Progress	Good Progress
<a href="#">Year 1</a>	0%	0%	0%	0%	0%	0%	0%
<a href="#">Year 2</a>	0%	0%	0%	0%	0%	0%	100%
<a href="#">Year 3</a>	40%	0%	0%	0%	0%	0%	100%
<a href="#">Year 4</a>	22.20%	44.40%	0%	0%	0%	11.10%	88.90%
<a href="#">Year 5</a>	35.70%	21.40%	14.30%	0%	0%	21.40%	78.60%
<a href="#">Year 6</a>	5.90%	52.90%	17.60%	0%	0%	29.40%	70.60%
<b>Total</b>	21.30%	34%	10.60%	0%	0%	19.10%	80.90%

### What has been working well and therefore we will Keep!

- The approach to monitoring and supporting pupils, even in the most challenging of years has worked and should be kept. The impact of this is that 81% of pupils in Science made good progress according to DOL data, 66% in Math's, 83% in reading and 68% in writing.
- The use of Friday morning SLT meetings at the end of each half term to assess, monitor and change tact for all pupils receiving interventions (inclusive of those classified as PP) produce targeted data to allow for focused discussion and action.
- The dedicated staffing system and training for Steps has allowed for pupils to concentrate on learning –no restrictive physical intervention holds in 2020-21 for the first time in the history of the school!

### What didn't go according to plan with reference to Improve/Start/Stop

- IMPROVE-Year 3 writing and therefore year 4 in September 2021. Review current support and add greater range and frequency for those identified within cohort.
- IMPROVE-Year 3 Math's-as above

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- IMPROVE-Year 5 Math's and therefore in Year 6 in September 2021. Review current support and add greater frequency for those identified.
- START-new way of supporting all pupils including those classed as PP, via The Essential Program. Dedicated daily sessions plus additional in class staffing to secure rapid and sustained progress in literacy, numeracy and social skills.

### Next Steps for 2021-22.

Description	Desired impact	Indicators for success	Any cost?
<b><u>Essentials</u></b>	Introduced and working effectively for all pupils including those classed as PP	Greater trajectory in progress for all years and all core subjects	Training Staffing
<b><u>Support for Math's-year 3</u></b>	Yr. 3 pupils in PP group close gaps as identified in 20-21	Increased rate of progress allowing for PP group to progress inline or above year group average	Essentials Staff for interventions where needed.
<b><u>Support for Maths-Yr 5</u></b>	Year 5 pupils in PP group close gaps as identified in 20-21	Increased rate of progress allowing for PP group to progress inline or	Essentials

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		above year group average	Staff for interventions where needed.
<b><u>Support for writing-Yr 3</u></b>	Yr 3 pupils in PP group close gaps as identified in 20-21	Increased rate of progress allowing for PP group to progress inline or above year group average	Essentials  Staff for interventions where needed.

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