

# Larwood School

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Chair of Trustees

**Pierre van der Merwe**

Acting Executive Headteacher

## **PUPIL PREMIUM STRATEGY 2021 - 2023**

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## LARWOOD SCHOOL– PUPIL PREMIUM STRATEGY

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2024 academic years) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

### SCHOOL OVERVIEW

Detail	Data
School name	Larwood School
Number of pupils in school	90- 2021/22 94- 2022/23 101 (est.)- 2023/24
Proportion (%) of pupil premium eligible pupils 2022-23	70%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	Dec 2021
Date on which it will be reviewed	Jan 2023 & Jan 2024
Statement authorised by	Pierre vd Merwe (HT)
Pupil premium lead	Pierre vd Merwe (HT)
Governor / Trustee lead	D Login-Chair

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2022-23)	£96,785
Recovery premium funding allocation this academic year	£26,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£nil
<b>Total budget for this academic year</b>	<b>£122,885</b>

## LARWOOD SCHOOL– PUPIL PREMIUM STRATEGY

### PART A: PUPIL PREMIUM STRATEGY PLAN

#### STATEMENT OF INTENT

To provide all pupils with appropriate interventions that help to fill gaps in academic, social and emotional learning. This may be related to Covid or non-Covid based issues.

Review and adapt strategies at least annually and with EEF research in mind for best chances of success and value for money.

Use Depth of Learning assessments, plus key behavioural data/teacher/parent info to target staff and other resources for ongoing improvements. The Essentials approach, starting in Sept 2021 is a key driver for this process. For 2022 throughout 2023/24 onward the launch of a forest school (adapted provision) would form a key component of school improvement and enhanced provision for PP pupils

#### CHALLENGES

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	As an SEMH school serving half of Hertfordshire, all of our pupils arrive with disadvantage. In pre-Covid times this equated, on average to at least one term of missed education but quite frequently more. Most of our pupils have been failed by one or more mainstream/ alternative provision
2	We have a range and ever-changing set of challenges and needs to be met for pupils and families. Examples include annual differences in proportion of type of need such as ASC or ADHD, and discrepancies with amount of time spend in school leading to transition to Larwood. This often equals 1 hour a day for 2-3 days per week. Supportive families enhance the offer to our pupils, therefor a huge amount of effort is put in place to support and encourage families to engage but from time to time we are faced with non-communicative families that makes it more challenging
3	'Shifting sands' with family dynamics creates major changes in pupils' abilities to engage with learning. This can literally be different from Friday closure to start of the new week on Monday. We often have to stabilise the emotional challenges first and then re-engage with learning. External support is also, at times, not consistent and fluctuates between being a powerful asset to a hinderance from time to time.

## LARWOOD SCHOOL– PUPIL PREMIUM STRATEGY

### INTENDED OUTCOME

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To reduce gaps in learning in Literacy, when compared to relative starting points upon arrival at Larwood, by focussing on high quality teaching	90% plus of this cohort will demonstrate improvement in progress and/or summative assessment/skills when compared to starting points. This data will be derived from DOL and applied annually
To reduce gaps in Mathematics, when compared to relative starting points upon arrival at Larwood, by focusing on high quality teaching	90% plus of this cohort will demonstrate improvement in progress and/or summative assessment/skills when compared to starting points. This data will be derived from DOL and applied annually
To review and adjust provision (as previously done) when Covid becomes a key factor in learning and development	Using the Friday CCC meetings, no pupil will wait longer than half a term to access intervention provision that is identified as a need. This includes externally sourced counselling support, via The Butterfly Rooms that are co-located at Larwood School
To implement The Essentials system and program of support, which will provide consistent in-class support for literacy and numeracy.	Essential will be running, reviewed and be positively contributing to success criteria 1 and 2 above.

## LARWOOD SCHOOL– PUPIL PREMIUM STRATEGY

### ACTIVITY IN THIS ACADEMIC YEAR

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### TEACHING 9(FOR EXAMPLE, CPD, RECRUITMENT AND RETENTION)

Budgeted cost: £10,000 (*resources and training for staff*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of new comprehension scheme and associated training for staff	90% plus of this cohort will demonstrate improvement in progress and/or summative assessment/skills when compared to starting points. This data will be derived from DOL and applied annually	1
Introduction and training for staff on Spelling Shed	90% plus of this cohort will demonstrate improvement in progress and/or summative assessment/skills when compared to starting points. This data will be derived from DOL and applied annually	1
All staff are trained in phonics (2022)	All pupils will have phonics delivery throughout the week and daily input if need is identified	1
Larwood Training Program targeting literacy, numeracy, mental health and best practice for staff to meet a range of differing needs	Staff will be confident in applying the skills learnt and developed consistently to teaching over time, actively contributing to comments above, Plus, their range of 'tools in the box' to support pupils differing needs will be demonstrated via BW data and new scheme monitoring positive improvements.	1/2/3
Numicon Resources and Training	Staff will be trained to use this appropriately and timely to support improved levels of numeracy progression	1
Stay and read (2022/23)	Parents are invited into school to read with their children. This is scheduled across the whole year and gives families the opportunity to engage with their children at	1/2/3

## LARWOOD SCHOOL– PUPIL PREMIUM STRATEGY

	and academic level and also enhancing engagement	
Friends of Larwood (2022/23-ongoing)	Parents are invited into school as a social group and are involved with enhancing the school offer. Updates on safeguarding is shared, new developments and ideas, curriculum updates, mental health support and advise and they co-develop projects and socialise with other parents/carers	1/2/3
External visits/ learning experiences/ Residential trips		1/2/3

### TARGETED ACADEMIC SUPPORT (FOR EXAMPLE, TUTORING, ONE-TO-ONE SUPPORT STRUCTURED INTERVENTIONS)

Budgeted cost: £90,000 (taken from staffing budget and way over funding from PP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Essentials program of support	90% plus of this cohort will demonstrate improvement in progress and/or summative assessment/skills when compared to starting points. This data will be derived from DOL and applied annually	1/2
Tuition program	Individual support for pupils on a weekly basis and logged session notes will evidence the expected outcomes agreed at the start of the process. Each will be individually allocated based on needs/program.	3/2
Qualifying staff (2022-2023- ongoing)	We home grow our staff and in 2022/23 we enrolled 5 support staff on the HLTA course- all completed, and we have a rolling program of qualifying teachers. In 2021/22 we qualified 2 teachers and in 22/23 we have 3 ECT's and two training teachers and another earmarked for 23/24	1/2/3

### WIDER STRATEGIES (FOR EXAMPLE, RELATED TO ATTENDANCE, BEHAVIOU, WELLBEING)

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Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reward system	Points, medals, certificates, trips and coloured shirts aid motivation and numbers in all of the above categories.	1/2/3
Intervention program	Individual support for pupils on a weekly basis and logged session notes will evidence the expected outcomes agreed at the start of the process. Each will be individually allocated based on needs/program.	1/2/3
The Butterfly Rooms	Individual support for pupils/family that impacts upon issues including behaviour, attendance, emotional support, crime, previous or current trauma etc.	2/3
Sensory Path (1k)	A second sensory path will be added during 2021-22, which will help alleviate and support the increasing number of ASC pupils that benefit from such provision on a day-to-day basis-completed 21/22	2/3
Forest school	We are qualifying 2 leads and 2 support staff to deliver our Forest school. This project will enhance the offer to our PP pupils that need more than the traditional academic approach, preparing them for life beyond school. The offer is based outdoors and the curriculum is delivered via practical experiences	1/2/3

**Total budgeted cost: £ 125,000 plus**

## **LARWOOD SCHOOL– PUPIL PREMIUM STRATEGY**

### **PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR**

#### **PUPIL PREMIUM STRATEGY OUTCOMES**

This details the impact that our pupil premium activity had on pupils in the academic years from 2021-22 to 2023-2024

***SEE ANNUAL WHAT WE KNOW ABOUT OURSELVES REPORT FOR PUPIL PREMIUM-AVAILABLE ON WEBSITE OR VIA HARD COPY***



**FURTHER INFORMATION**

*Challenge Partner Review comment-June 2021:*

'Leaders worked hard to create a recovery curriculum during the pandemic. Staff uploaded over 300 videos for pupils and their families to access via YouTube.

Leaders have reflected on what they learnt from the various lockdowns, such as which groups thrived, which areas of learning were mostly strongly impacted. They plan to retain a hybrid approach. Online annual reviews, reviews of education and health care plans and retaining some online learning could be used for example on snow days. Some pupils have overcome the shyness they might have felt at showing their work in an assembly by showing it virtually. Similarly, for some pupils, receiving rewards online has suited better. There are plans to put aspects of the school's admission process online for parents.

There is a culture of high challenge. For example, pupils are encouraged to develop the communication skills to be able to provide feedback to their peers on their work.'

*Ofsted 2022:*

Overall effectiveness: Good

Quality of education: Good

Behaviour and attitudes: Outstanding

Personal development: Good

Leadership and management: Good

Leaders, including the Trust, want the best for Larwood School pupils. The curriculum gets pupils successfully back on track with their learning, including in reading, writing and mathematics. Pupils' education, health and care (EHC) plans are used effectively and reviewed regularly. High-quality support meets pupils' social, emotional and mental health needs from the outset. This means that pupils settle in quickly and are ready to learn.

Pupils experience a broad and interesting curriculum. Leaders think carefully about what needs to be taught at different stages in each subject. Learning is mostly well planned to build on what pupils already know. Teachers revisit important knowledge to help pupils apply it to new situations.

Many older pupils join the school unable to read. Over time, they gain confidence and improve their reading accuracy and fluency. Phonics are taught daily in every year group. A new reading scheme has been introduced recently. Leaders are checking to make sure that all pupils in the early stages of learning to read get the precise support they need. Leaders ensure that books are consistently matched well to the sounds that they are learning.