

Larwood School

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Pupil Premium: Use and analysis of impact at Larwood School-2016-2017

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	64
Total number of pupils eligible for PPG	12
Total amount of PPG received	£24920

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. 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. Our pupils display the following characteristics:

- *They have all experienced exclusion and at least 1 term away from education.*
- *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%. We continued to employ a Family and Community Engagement Worker (specialist work undertaken in the community), School Counsellor, and our own school based Family Support Worker.*
- *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 22%, Year 5-29%, Year 4-45%, Year 3-43% and Years 1 and 2-100% of pupils were new during the year.*



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 for 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 didn't 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 2016-17:

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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 transitional times such as entry, exit and assemblies.**

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. **Examples of this include cookery sessions, support for literacy, support for transitions (internal and external as part of moving onto secondary school) and music based interventions. (4* rating according to Sutton Trust report)**

Another feature of our curriculum is the provision for Year 6 pupils for 2016-2017 was the newly introduced MAPS course (Music, Art and Performance Skills) for Year 6 pupils, alongside the(Name here) course for pupils in year 5. **(3* rating according to Sutton Trust)** Following school based self-evaluation in 2015-16, we decided to move away from the Local Authority Arts Award course and design/implement our own. This culminated in two performances towards the end of the year, watched by the rest of the school and involving a multitude of roles.

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 2016-17

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 gradings are defined in the following way:

OUTSTANDING PROGRESS

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

BETTER THAN EXPECTED PROGRESS

Meeting the target set by school. Although it is difficult to describe a 'normal' profile for our school, a typical child with SEMH and a normal range of cognitive ability would be set 3 sub levels of progress. This would be on par with that expected by a child in a mainstream school with no defined special educational needs.

EXPECTED PROGRESS

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

Not any of the above!



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
- Academic Mentoring to track progress and engage with pupils-THIS IS NOT JUST FOR ACADEMIC SUBJECTS BUT ALSO COVERS PERSONAL PROGRESSION AND INDEPENDENT LIVING SKILLS
- Work scrutiny
- Meet the Teacher event, review of Education Health Care Plans and summative reporting

Key-R=Reading, W=Writing, M=Mathematics

YEAR GROUP	OUTSTANDING PROGRESS	BETTER THAN EXPECTED PROGRESS BASED ON CONTEXT	MEETING EXPECTED RATE OF PROGRESS BASED ON CONTEXT	LESS THAN EXPECTED PROGRESS BASED ON CONTEXT	SIZE OF COHORT MEETING EXPECTATIONS COMPARED TO TARGET
YEAR 3-2 PUPILS SEMH PLUS ASD	R-0 W-50% M-50%	R-50% W-0 m-50%	R-50% W-0 M-0	R-0 W-0 M-0	Read-100% Write-100% Maths-100%
YEAR 4 2 PUPILS SEMH PLUS ASD. 1 PUPIL LESS THAN 1 YEAR AT LARWOOD	R-50% W-0 M-0	R-50% W-50% M-100%	R-0 W-50% M-0	R-0 W-0 M-0	Read-100% Write-100% Maths-100%
YEAR 5 3 PUPILS SEMH PLUS ASD	R-33% W-33% M-0	R-0% W-33% M-33%	R-0% W-0 M-33%	R-0 W-66% M-33%	Read-100% Write-33% Maths-33%
YEAR 6 5 PUPILS SEMH PLUS ASD FOR 2 PUPILS, SEMH PLUS ADHD FOR 3 PUPILS	R-40% W-40% M-60%	R-20% W-20% M-0	R-20% W-20% M-20%	R-20% W-20% M-20%	Read-80% Write-80% Maths-80%

COMMENTARY ON THE DATA PROVIDED ABOVE:

CAUTION:

Due to the low numbers involved within the data set, many aspects of the data are unreliable. For example, the Year 3 and 4 data set is based around 2 pupils in each group and therefore, any one pupil equates to 50%!

SOME BROAD AND MORE DETAILED ASPECTS OF PROGRESSION FOR THESE PUPILS CAN BE IDENTIFIED:

- All pupil premium pupils made at least expected progress in reading. This was compared to a whole school position of 89%
- All Year 3, 4, and 6 pupils made at least expected progress in writing. This was compared to a whole school position of 80%. Year 5 pupils did make as much progress in this area and 2 pupils made less than expected progress.
- The same statement can be applied for all pupils in relation to Mathematics as in Number 2.
- Pupils in Year 3 benefited from specific work in relation to behaviour support around transition for one pupil and more generic well-being for the other pupil.
- Pupils in Year 4 benefitted from the school structure and a specific program around transition for one of the pupils. Additional LASA support enabled this pupil to modify their behaviour and access the curriculum more consistently.
- Pupils in Year 5. One had additional literacy support in class and as a 1-1 measure connected to suspected Dyslexia, however this has limited impact. All three pupils also have placements within our residential unit and one pupil needed additional support in terms of behaviour management during the latter part of the year. This clearly had an impact upon learning.
- 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 these, with one pupil scoring above age related expectations in all areas. One pupil transitioned back to mainstream school.

ACTIONS FOR 2017-18:

- Any pupil who fell into the 'less than expected progress' group will receive targeted support to aid their progress. Therefore, this will equate to one pupil in year 6 for writing and one pupil in year 6 for maths
- Analysis of cohort and individual needs to take place during Autumn 1 with associated actions in Autumn 2. Note-we have an additional 23 pupils arriving between September and November who may also fall into this group.
- Explore additional support for PP pupils of a more personalised nature to support and enhance their personal, social, emotional and behavioural progress as the year develops.