



Headteacher: Sean Trimble

PUPIL PREMIUM: USE AND ANALYSIS OF IMPACT AT LARWOOD SCHOOL: 2015 - 2016

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	60
Total number of pupils eligible for PPG	28
Total amount of PPG received	£36,960.00

SCHOOL CONTEXT

- All pupils have experienced exclusion and at least 1 term away from education.
- 2 pupils last year attended 5 schools. One pupil in this group successfully returned to mainstream after one year with us. 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.
- Although all pupils have SEMH as their designated need, ASD ranged between 44% and 63% in different year groups, and those pupils with 2 or more identified needs within their statement ranged from 50%-83%. We employed a psychiatric nurse to work with some pupils and parents.
- In year referrals meant that year groups changed in size by between 5% and 60% increases.

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 2015-16?

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!

THIS APPROACH HAS BEEN CONFIRMED AS GOOD PRACTICE BY NUMEROUS STUDIES AND ADDITIONAL FUNDING VIA GOVERNMENT FOR YOUNGER PUPILS IN 2014/15.

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)**

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.

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, looking after pets, first aid and sporting activities. **(4* rating according to Sutton Trust report)**

Another feature of our curriculum is the provision for Year 6 pupils to undertake the Arts Award. **(3* rating according to Sutton Trust)** This is an established area of the Larwood school curriculum and provides a standalone qualification if completed. It also enhances the well-being of our pupils who enjoy art and creativity, as it includes elements of music, dance, preparation of music, social interaction with each other and other staff. This award is led by staff from Hertfordshire.

Based on our own self-evaluation of pupil performance during 2014-15, it has been noted that pupils in Year 5 (moving to Year 6) were in need of support particularly in the area of literacy. Therefore, those pupils will be provided with additional support for reading/writing as the year progresses, alongside other pupils (non-pupil premium pupils) who also need such support.

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 2015 - 16

Year Group	Outstanding progress	Good or better than expected progress for time spent at Larwood	Meeting expectations for expected progress for time sent at Larwood School	Less than expected progress considering time spent at Larwood School
Year 2	Cohort too small and no	Pupil completed a whole	Year at Larwood	
Year 3-PP data -1 pupil	<u>R-0, W-0, M-100%</u>	<u>R-100%,W-100, M-100%</u>	<u>NA</u>	<u>NA</u>
Year 3-all data	R-50%, W-17%, M-83%	R-100%,W-67%,M-100%	R-0, W-34%, M-0	R-0, W-0, M-0
Year 4 -4 pupils with 2 being in year admissions	<u>R-50%, W-75%, M-75%</u>	<u>R=50%, W-100%, M-75%</u>	<u>R-50%, W-0%, M-25%</u>	<u>R-0%, W-0%, M-0%</u>
Year 4-all data	R-56%, W-56%, M-56%	R-56%, W-78%, M-89%	R-33%, W-11%, M-0	R-11%, W-11%, M-0
Year 5-PP data -7 pupils with 1 being new and 1 being on reduced timetable	<u>R-71%, W-58%, M-71%</u>	<u>R-100%, W-100%, M-100%</u>	<u>R-0%, W-0%, M-0%</u>	<u>R-0%, W-0%, M-0%</u>
Year 5-all data	R-55%, W-60%, M-75%	R-90%, W-70%, M-85%	R-10%, W-20%, M-10%	R-0, W-10%, M-5%
Year 6 10 pupils NB- 1 pupil missed most of 1 term and 1 pupil on reduced timetable. Year 6 –all data	<u>R-50%, W-38%, M-63%</u>	<u>R-88%, W-75%, M100%</u>	<u>R-0, W-0%, M-0%</u>	<u>R-12%, 25%, 0%</u>
	R-71%, W-41%, M-71%	R-94%, W-53%, M-94%	R-0, W-29%, M-6%	R-6%, W-12%, M-0



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 data set is based around 1 pupil and the year 4 data set only involves 4 pupils. This can lead to false impressions in both a positive and negative way. One pupil in year 4 equates to 25% or a quarter of the population being analysed.

Some broad trends can be identified and these include:

1. Year 5 PP pupils seemed to make better progress in all areas when compared to the whole cohort data.
2. Year 6 had very similar progress trends, when compared to the whole cohort, with reading being less positive for outstanding progress, and writing/maths being very similar.
3. Our previous intentions to concentrate on promoting writing, was justified and with some individuals there were clear indicators of improvements. This tended to be with year 4/5 pupils.
4. 2 pupils in differing year groups needed reduced timetables for a variety of reasons. With parent support, other interventions were used to support these pupils and their overall social, emotional and behavioural progress.
5. Our lesson observation cycle indicated that quality first teaching was improving when compared to last year (See Progress and attainment report 2015-16)
6. This was the first year that our pupils had been assessed using a new national curriculum (Introduced in 2014) and new SATS tests which took place in May 2016.

ACTIONS FOR 2016 - 17

- Continue to implement new initiatives to support writing. The Big Idea has been designed as 2015-16 completed and further investigation to take place as to support better quality and quantity of writing for all pupils.
- Review of intervention programs supporting PP pupils also to take place to aid reflection, repetition and adjustment in 2016-17
- 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. This includes current and new pupils yet to be placed on roll and includes the transition process to, and from Larwood School.

