

# Pupil premium strategy statement – Larwood School

This statement details our school's use of pupil premium (and recovery premium) 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  |
|---|---|
| Number of pupils in school  | 101   |
| Proportion (%) of pupil premium eligible pupils 2023-24   | 58%   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2022/2023 to 2024/2025                          |
| Date this statement was published   | December 2023                                   |
| Date of view  | June 2024                                       |
| Statement authorised by   | Pierre van der Merwe<br>(Executive Headteacher) |
| Pupil Premium Lead  | Pierre van der Merwe                            |
| Trustee Lead  | Dan Login (Chair of Trustees)                   |

## Funding overview

| Detail  | Amount          |
|---|-----------------|
| Pupil premium funding allocation this academic year       | £91,915         |
| Recovery premium funding allocation this academic year    | £25,810         |
| Pupil premium funding carried forward from previous years | £0              |
| <b>Total budget for this academic year</b>                | <b>£117,725</b> |

# 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. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:
- Academic attainment, progression to further and higher education, employability, and social opportunities.
- 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. For 2023 throughout 2024/25 onward establishing our forest school and AMO (alternative meaningful opportunities) would form a key component of school improvement and enhanced provision for PP pupils
- Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood

## 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 spent 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; therefore, a huge amount of effort is put in place to support and encourage families to engage. However, from time to time we are faced with non-communicative families which makes it more challenging |
| 3                | Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. Offering opportunities to gain experiences that prepares them for life are at times limited.  |

## Intended outcomes

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 and maths, 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 assessed at the end of each term  |
| Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.  | Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers<br>90% of pupils will achieve the same level as their peers by the end of our strategy                                  |
| Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for secondary provision and beyond.  | 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 also includes externally sourced counselling support, via The Butterfly Room which is co-located at Larwood School |
| To implement the Forest School curriculum and AMO (Adapted Meaningful Opportunities) provision to support high level pupils and close the gaps in learning through practical teaching and alternative curriculum delivery in an adapted provision. | The effectiveness of both provisions will be monitored at the end of each term, indicative of a positive trend and improved academic outcomes.   |

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £15,000 (*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 including maths and literacy | 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   | 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. In house and external training providers | 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 |
| Forest school and training for Forest school leads   | Three staff will be qualified to a level whereby they are able to deliver our Forest School at both primary and secondary level, thereby enhancing our academic provision  | 1/2/3 |
| AMO- adapted meaningful opportunities.<br>(2023/4- ongoing)  | Targeted support for high profile students that struggle within a formal setting. Provision in place for academic support, functional skills, computing, music, outdoor education and performing arts  | 1/2/3 |
| External visits/ learning experiences/ residential trips   | We are continuing with our residential trips and termly excursions that cover school based, discovery or active activities. Staff skill audits determine involvement to ensure purposeful deliver and engagement.  | 1/2/3 |

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £85,000 (*contribution towards staffing costs; far exceeds 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 and interventions 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 (2023-2024- 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 ECTs and two training teachers and another two staff earmarked for 23/24 | 1/2/3 |
|---------------------------------------|---|-------|

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

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                         |
| Friends of Larwood (2023/24-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                         |
| The Butterfly Room                   | Individual support for pupils/family that impacts upon issues including behaviour, attendance, emotional support, crime, previous or current trauma etc.   | 2/3                           |

**Total budgeted cost: £ 125,000+**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Identification of SEMH Students:

A comprehensive analysis has been conducted to identify students within the SEMH category who are eligible for Pupil Premium funding.

#### Identification of Needs:

An EHCP review team was established focussing on meeting the needs of eligible PP pupils, considering their emotional well-being, social interactions, and mental health challenges. Support was put in place to identify interventions, academic support and personal development opportunities such as reward trips and skills sessions.

#### Improving Educational Outcomes:

Talk for writing, reading and maths were introduced to ensure better academic outcomes. A bridge curriculum was introduced to close the gap between Primary and Secondary provision.

#### Emotional Well-being and Resilience:

A big driver for last year was personal development, enhancing opportunities and outcomes for pupils, including knowledge of the world weeks, visits to places of worship and assemblies based on cultural capital.

#### Effective Transitions:

Transition teams established across the Trust, whereby pupils in year 6 had an extended transition period, allowing for assessment and monitoring to be conducted across both settings.

#### Targeted Academic Support:

Implemented academic interventions, such as small-group tuition or one-to-one support, to address learning gaps and accelerate progress through our Essentials curriculum.

#### Specialist SEMH Staff:

We continued to 'home grow' our teachers and qualified two members of staff last year and have a robust ECT program.

#### Inclusive Teaching Practices:

All our academic support is based on EHCP outcomes and learning is adapted to ensure all targets are. We also link such support to interventions and class placements.

#### Regular Data Analysis:

All behaviour, assessment and progress data are closely monitored and triangulated through reflection meetings, CCC meetings and SLT discussions to plan further actions.

#### Feedback Mechanisms:

We conducted parent, pupil and staff surveys in July with overwhelming positive feedback and addressed and actioned recommendations from all stakeholders such as communication and parent involvement.

#### Parental Involvement:

Regular in-school parent and child reading sessions established. Monthly parent coffee mornings started which encompass policy discussion, information sharing and training.

Community Partnerships:

The Butterfly Room and MHST(NHS) support services have contributed positively, leading to improved outcomes for our SEMH pupils.

## Externally provided programmes

| Programme             | Provider             |
|-----------------------|----------------------|
| Therapeutic support   | The Butterfly Room   |
| Mental health support | NHS (located onsite) |

## Further information (optional)

Our 3-year pupil premium strategy will be supplemented by additional actions that are not funded by pupil premium. These will include:

Further develop our Read For academic programs  
Incorporate and embed the Paul Dix (when adults change) strategies  
Further refine our EHCP processes

*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.'