



How Wood School Pupil

Premium Strategy 2019 - 2020

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|-------------------------------|----------|---|---------|
| School | How Wood | Total Pupil Premium (PPG) Budget | £25,080 |
| Total Number of pupils | 216 | Number of pupils eligible | 19 |

At How Wood we aim to provide a caring and supportive environment along with high learning expectations for all children. We appreciate that everyone is an individual and we all work hard to create an environment where every child can make excellent progress, not only in their academic life, but in their personal, social and emotional development as well. We expect our children to be accepting of others, to make good moral choices and be active members of the school and wider community. Success and effort is celebrated and acknowledged, so that everyone takes pride in what they achieve. How Wood School is situated in the village of Park Street near to St. Albans. It is a village school with 216 children on roll. Out of these children the proportion of them who are eligible for Free School Meals is lower than the national average.

The pupil Premium was introduced in 2001 and is allocated to schools for pupils who have been registered for free school meals at any point in the last six years (known as Ever 6 FSM) and Children Looked After.

| PPG Allocation | |
|--|--------------------------------|
| Disadvantaged pupils | Pupil premium per pupil |
| Pupils in year groups reception to year 6 recorded as Ever 6 FSM | £1,320 |
| Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority | £2,300 |
| Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order | £2,300 |

KS2 Attainment:

| No in cohort: 2018 = 27 2019 = 30 | School Year 6 % of <u>All</u> pupils at EXS+ | | School Year 6 % of <u>DVP</u> pupils at EXS+ | | School Year 6 % of <u>All</u> pupils attaining the high standard/GD | | School Year 6 % of DVP pupils attaining the high standard/GD | | National Other % working at EXS+ | |
|--|--|------|--|------|---|------|--|------|--|------|
| | 2018 | 2019 | 2018 | 2019 | 2018 | 2019 | 2018 | 2019 | 2018 | 2019 |
| No of DVP (disadvantaged): 2018 = 5 2019 = 4 | | | | | | | | | | |
| Reading | 70.4 | 60.0 | 80 | 25 | 33.3 | 16.7 | 40 | 0 | 80.1 | 77.8 |
| Writing | 77.8 | 76.7 | 60 | 50 | 18.5 | 30.0 | 20 | 25 | 83.0 | 82.9 |
| Maths | 81.5 | 60.0 | 60 | 25 | 18.5 | 13.3 | 0 | 0 | 80.7 | 83.4 |
| R, W & M | 66.7 | 50.0 | 60 | 0 | 11.1 | 6.7 | 0 | 0 | 70.4 | 70.5 |

KS2 Progress Scores Summary 2018

| No. in cohort | 25 | Reading | | | Writing | | | Mathematics | | |
|--|----|---------------|--------|--------------|---------------|--------|--------------|---------------------------|--------|--------------|
| | | School All | DVP | | School All | DVP | | School All | DVP | |
| | | | School | Nat Other | | School | Nat Other | | School | Nat Other |
| Progress Score (please indicate if well above or well below national) | | - 1.34 | +0.38 | 0.31 | -2.08 | -0.98 | 0.24 | -2.49 Below average | -6.01 | 0.31 |

KS1 Attainment:

| No in Cohort: 2018 = 29 2019 = 26 | School Year 2 % of <u>All</u> pupils at EXS+ | | School Year 2 % of <u>DVP</u> pupils at EXS+ | | School Year 2 % of <u>All</u> pupils assessed as working at GDS | | School Year 2 % of <u>DVP</u> assessed as working at GDS | | <u>National Other</u> % working at EXS+ | |
|--|--|------|--|------|--|------|---|------|---|------|
| | 2018 | 2019 | 2018 | 2019 | 2018 | 2019 | 2018 | 2019 | 2018 | 2019 |
| No. of DVP pupils: 2018 = 3 2019 = 1 | | | | | | | | | | |
| Reading | 69.0 | 76.9 | 67 | 0 | 24.1 | 30.8 | 0 | 0 | 78.6 | 78.2 |
| Writing | 69.0 | 73.1 | 67 | 0 | 13.8 | 15.4 | 33 | 0 | 73.5 | 72.9 |
| Maths | 72.4 | 76.9 | 100 | 0 | 27.6 | 11.5 | 33 | 0 | 79.3 | 79.0 |
| Science | 69.0 | 76.9 | 67 | 0 | n/a | n/a | n/a | n/a | 85.7 | 85.2 |

Closing Gaps

Closing gaps: Percentage and number of disadvantaged children and ‘other’ children in the school achieving GLD end of EYFS cohort

| Statutory Assessment – Early Years Foundation Stage Profile <i>% and proportion (e.g. 2/7) attaining a good level of development (GLD)</i> | | | | |
|---|----------------------|--------|----------------------------------|--------------|
| 2018 | Disadvantaged Pupils | | Other Pupils (non-disadvantaged) | |
| | % | Number | % | Number |
| | 0% | 2 | 68% | 17 out of 23 |
| 2019 | % | Number | % | Number |
| | 0% | 2 | 68% | 17 out of 23 |

Barriers to future achievement/attainment for pupils eligible for PPG

In school barriers:

When deciding how to spend the Pupil Premium Grant (PPG) it is important that we look at the potential barriers to learning faced by Pupil Premium pupils in the context of our school. The reasons for underachievement are many and varied and could include:

- Reading and phonological awareness not secure across a range of sounds
- Self-confidence and belief – poor emotional resilience and self-regulation skills impact on a pupil's ability to work collaboratively and to accept a degree of challenge in their learning
- Concept of number not secure
- Fine motor skills still developing
- Lack of concentration skills in a formal setting

External barriers:

- Engagement of PP families and the support parents/carers provide for their children

Desired outcomes

- End of Key Stage attainment for our Pupil Premium pupils is at least in line with national figures for Pupil Premium pupils in all subjects
- Pupil Premium pupils make at least 'good' progress from their starting point each year

Actions to achieve Desired Outcomes

1. Quality First Teaching and high expectations for all PP pupils
2. Maintain the high profile of PP pupils with all staff
3. Robust Assessment for Learning (AfL) will ensure precise feedback from staff to provide 'next steps' and move children's learning on
4. PPG Lead to monitor the attainment and progress of the current PPG pupils. To facilitate relevant interventions and support when necessary.
5. Provide opportunities and experiences to 'diminish the difference' for pupils to widen their horizons and impact positively on life experiences that can be used in learning.
6. Pupils receive additional high quality, individual and/or small group support and challenge in English and Maths

| Planned expenditure 2019 -2020 | | | | | |
|--|--|---|--|---|------------------|
| Action to achieve Desired Outcomes | Chosen approach/action | How will you ensure it is implemented well? | Staff lead | Rationale | Review date |
| 1. Quality First Teaching (QTF) and high expectations for all PP pupils | Whole school CPD linked to QTF Challenging and supportive Pupil Progress Meetings (PPMs) | Key focus on SIP Use accurate data and knowledge of children to set challenging but achievable targets for all. | HT/DHT HT & SENCO | As a school we believe that QTF is crucial and must be a priority if we are to have a significant impact on pupils' achievement. As a school, we have high expectations for all pupils and do not believe a disadvantaged background is reason not to achieve highly | Dec 19 & ongoing |
| 2. Maintain the high profile of PP pupils with all staff | TAs and SEN TAs to know the PP pupils in their class and work with CT on targeted interventions | HT, CT, PPG Lead, SENCO & SLT to monitor interventions | HT & SLT CT, PPG Lead, HT & SENCO | All staff to understand accountability and responsibility towards raising the standards for disadvantaged groups. | On-going |
| 3. Robust Assessment for Learning (AfL) will ensure precise feedback from staff to provide 'next steps' and move children's learning on | Review and update feedback and marking policy to ensure it is effective in moving children's learning on | Monitor feedback through HT's weekly 'Pop-ins' - guided reading, allocated 'book look' time at the beginning of each staff meeting and 'work scrutiny' by SLT Curriculum Leaders & SLT half-termly in English and Maths (1 st half | HT, SLT, Subject Leaders | Research has shown that high quality feedback is an effective and low cost way to improve outcomes. | Dec 19 & ongoing |

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| | All staff are accurately assessing their children in English and Maths and using this to ensure teaching is challenging for all pupils. | SLT/2 nd half CLs) Termly monitoring of Assessment files. Termly assessment moderation in place. AfL is evident in planning and adapted to meet individual needs of children/classes | SL, HT, SLT | | |
| 4. Provide opportunities and experiences to ‘diminish the difference’ for pupils to widen their horizons and impact positively on life experiences that can be used in learning. | Residential trips in Year 3, (overnight at school) 4, 5 & 6. Planned educational visits targeted to ‘diminish the difference’ | Planned residential visits that enhance the life skills of pupils and consolidates social skills such as teamwork, leadership and resilience. Planned educational visits that will provide a stimulus for learning and ‘diminish the difference’ | HT, CT | Opportunities and experiences help to widen children’s horizons and ‘diminish the difference’, providing pupils with experiences that they can discuss and draw upon in their learning. As a school we feel it is important to support families/pupils in experiencing a variety of opportunities throughout their school years and know that such experiences can have an impact on a child’s confidence, self-esteem and self-belief. | Ongoing |

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| items & provision of fresh fruit for snack for KS2 children | pupils can have some items provided by the school | expenditure related to these items and have as an agenda termly at staff meetings | | inclusion support children to feel valued and develops self-esteem | |
| Books and magazine/newspaper subscriptions | Raise the profile of reading throughout the school by: <ul style="list-style-type: none"> • Reading Spine • SIP objective • Link to PM | Termly agenda item at staff meetings SL to audit resources Pupil voice | HT/SLT & English SL | The use of new books to compliment the curriculum and targeted dyslexia friendly books will improve reading across the whole school and develop a love of reading. | |
| Specialised therapy | SENCO to identify PP children who would benefit from specialised therapy | | SENCO | The provision of specialist targeted support is vital to ensure that the emotional well-being of our children is considered and their needs are met | |
| Approximate budget cost | £3000 | | | | |

Our whole school focus within the coming year will have three main objectives. Firstly, to ensure assessment in reading and maths is accurate and knowledge gaps are swiftly identified with specific actions to address needs. Secondly, to further develop a mastery approach to maths and lastly, to further review and develop our curriculum. The Pupil Premium funding allocation 2019-2020 will be used to support the identified Pupil Premium children with additional group work or one to one support on a daily/weekly basis both with trained teaching assistants, and in the classroom. It will also be used to provide a wider range of books to support reading and phonics within the classroom across all key stages. The interventions will be closely monitored and adapted to ensure the children make the best possible progress. In line with the ethos of the school we will continue to help the children achieve their full potential and become confident, independent learners.

The date of the next review of the schools Pupil Premium Strategy will be April 2021.