



How Wood School Pupil Premium Strategy 2020 - 2021

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| School | How Wood | Total Pupil Premium (PPG) Budget | £25,555 |
| Total Number of pupils | 220 | 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 | |
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| Disadvantaged pupils | Pupil premium per pupil |
| Pupils in year groups reception to year 6 recorded as Ever 6 FSM | £1,345 |
| 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 | £2,345 |
| 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 | £2,345 |

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:

- COVID-19 Pandemic
- Access to Remote Learning Provision
- 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:

- COVID-19 Pandemic
- 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 – **NA this year due to COVID-19 Pandemic and cancellation of all national assessment**
- Pupil Premium pupils make at least 'good' progress from their starting point each year

Actions to achieve Desired Outcomes

1. Provide appropriate devices so children can access remote learning
2. Quality First Teaching and high expectations for all PP pupils
3. Maintain the high profile of PP pupils with all staff
4. Robust Assessment for Learning (AfL) will ensure precise feedback from staff to provide 'next steps' and move children's learning on
5. PPG Lead to monitor the attainment and progress of the current PPG pupils. To facilitate relevant interventions and support when necessary.
6. 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.
7. Pupils receive additional high quality, individual and/or small group support and challenge in English and Maths

Planned expenditure 2020 -2021

| Action to achieve Desired Outcomes | Chosen approach/action | How will you ensure it is implemented well? | Staff lead | Rationale | Review date |
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| <p>1. Quality First Teaching (QTF) and high expectations for all PP pupils</p> | <p>Whole school CPD linked to QFT</p> <p>Challenging and supportive Pupil Progress Meetings (PPMs)</p> | <p>Key focus on SIP</p> <p>Use accurate data and knowledge of children to set challenging but achievable targets for all.</p> | <p>HT/DHT</p> <p>HT & SENCO</p> | <p>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.</p> <p>As a school, we have high expectations for all pupils and do not believe a disadvantaged background is reason not to achieve highly</p> | <p>Dec 20 & ongoing</p> |
| <p>2. Maintain the high profile of PP pupils with all staff</p> | <p>TAs and SEN TAs to know the PP pupils in their class and work with CT on targeted interventions</p> | <p>HT, CT, PPG Lead, SENCO & SLT to monitor interventions</p> | <p>HT & SLT</p> <p>CT, PPG Lead, HT & SENCO</p> | <p>All staff to understand accountability and responsibility towards raising the standards for disadvantaged groups.</p> | <p>On-going</p> |

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| <p>3. Robust Assessment for Learning (AfL) will ensure precise feedback from staff to provide 'next steps' and move children's learning on</p> | <p>Review and update feedback and marking policy to ensure it is effective in moving children's learning on</p> <p>All staff are accurately assessing their children in English and Maths and using this to ensure teaching is challenging for all pupils.</p> | <p>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 (1st half SLT/2nd half CLs)</p> <p>Termly monitoring of Assessment files.</p> <p>Termly assessment moderation in place.</p> <p>AfL is evident in planning and adapted to meet individual needs of children/classes</p> | <p>HT, SLT, Subject Leaders</p> <p>SL, HT, SLT</p> | <p>Research has shown that high quality feedback is an effective and low cost way to improve outcomes.</p> | <p>Dec 20 & ongoing</p> |
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| <p>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.</p> | <p>Enrichment opportunities exploited.</p> <p>Planned educational visits targeted to ‘diminish the difference’</p> | <p>Carefully consider appropriate enrichment activities to maximise positive experiences & which motivate and encourage pupils to aim high and achieve.</p> <p>Planned educational visits that will provide a stimulus for learning and ‘diminish the difference’</p> <p>PP pupils encouraged to sign up for clubs. HT to make contact with parents to</p> | <p>HT, CT</p> | <p>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.</p> <p>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.</p> | <p>Ongoing</p> |
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| | Subscription to clubs / groups to build self-esteem and develop confidence. | encourage take up of clubs. CT to have club letters at consultations to encourage take up by PP pupils | HT/CT | | |
| Approximate budget cost | £1,500 | | | | |
| 5. Pupils receive additional high quality, individual and/or small group support and challenge in English and Maths | <p>Targeted pupils receive additional support in English and/or Maths by SEN TA & class TA</p> <p>CPD for support staff to support interventions and provision</p> <p>Manipulatives to develop whole school maths</p> <p>Spelling and writing schemes to develop whole school writing</p> | <p>On-going monitoring of teaching and learning of PP children.</p> <p>Half-termly tracking of PP children show they are making at least 'good' progress</p> <p>Pupil Voice monitoring</p> <p>Clear entry and exit data</p> <p>Communicate with parents/carers</p> <p>Pupil Voice</p> <p>Set on-going challenges and</p> | HT/CT/SENCO | <p>In school we value intervention highly and have seen the positive impact it can have not only on attainment and progress but also the child's confidence and self-esteem</p> <p>The training will help to close educational gaps and improve writing across the school.</p> <p>To encourage the use of manipulatives and resources during maths for the whole school in</p> | Ongoing |

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| | | Home Learning tasks linked to programme | | line with recommendations. | |
| | | | Maths SL and English SL | | |
| Approximate budget cost | £20,055 | | | | |
| 6. Other Actions 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 | |
| Purchase of school uniform and other necessary school items & provision of fresh fruit for snack for KS2 children | Ensure all staff know that PP pupils can have some items provided by the school | HT to keep a record of expenditure related to these items and have as an agenda termly at staff meetings | | HT, SENCO & CTs | |
| Approximate budget cost | £4000 | | | | |

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.