



## **All About How Wood School**

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 212 children on roll. Out of these children the proportion of them who are eligible for Free School Meals is lower than the national average.

## **Pupil Premium Allocation and Impact 2015-2016**

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 provides funding for two policies:**

- raising the attainment of disadvantaged pupils and closing the gap with their peers
- supporting children and young people with parents in the regular armed forces

At the present time, there are 25 pupils who are eligible for funding and the estimated pupil premium allocation for How Wood School in 2015-2016 is £33,000.

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	£1,900
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	£1,900

**Pupil Premium Percentage Reaching Expected Standard in Year 2 – 2016 Cohort**

	Reading		Writing		Maths		R W M	
<b>Number of children in class</b>	29		29		29		29	
<b>Number of Non PP children</b>	27		27		27		27	
<b>Number of PP children</b>	2		2		2		2	
<b>Children working at or above expected standard at the end of Key Stage 1</b>								
	Reading		Writing		Maths		R W M	
	No.	%	No	%	No	%	No	%
<b>Non PP children – working at expected standard</b>	14	54.0	17	65.0	14	54.0	14	54.0
<b>Non PP children – working at greater depth</b>	6	23.0	4	15.0	6	23.0	4	15.0
<b>PP children – working at expected standard</b>	0	0.0	0	0.0	0	0.0	0	0.0
<b>PP children – working at greater depth</b>	1	50.0	1	50.0	1	50.0	1	50.0

\*one non pupil premium child was disapplied due to special educational needs.

\*\* one pupil premium child has special educational needs

**Barriers To learning**

- Reading and phonological awareness not secure across a range of sounds.
- Self-confidence and belief.
- Concept of number not secure.
- Fine motor skills still developing.
- Lack of concentration skills in a formal setting

**Pupil Premium Percentage Reaching Expected Standard Year 6 – 2016 Cohort**

	Reading		Writing		Maths		R W M	
<b>Number of children in class</b>	28		28		28		28	
<b>Number of Non PP children</b>	24		24		24		24	
<b>Number of PP children</b>	4		4		4		4	
<b>Children working at or above expected standard at the end of Key Stage 2</b>								
	Reading		Writing		Maths		R W M	
	No.	%	No	%	No	%	No	%
<b>Non PP children – working at expected standard</b>	19	86.0	14	64.0	18	82.8	14	64.0
<b>Non PP children – working at Greater Depth</b>	N/A	N/A	1	5.0	N/A	N/A	N/A	N/A
<b>PP children – working at Expected Standard</b>	2	50.0	1	25.0	2	50.0	1	25.0
<b>PP children – working at Greater Depth</b>	N/A	N/A	0	0.0	N/A	N/A	N/A	N/A

\*2 non pupil premium children were disapplied

**Barriers to learning**

- Reading and phonological skills are still developing.
- Reading fluency is developing at a slower pace.
- Self-confidence and belief.
- Difficulty in following a range of instructions.
- Some basic maths concepts still not secure.
- Lacks imagination to develop new ideas.
- Grammatically still not secure in sentence construction and writing fluency.
- Spellings are not secure.
- Fine motor skills are still not fully developed to be conducive to sustained writing sessions.

### Impact and Progress of Year 6 pupils from KS1 – KS2

The impact on both the children's progress and attainment is closely monitored and measured. It is discussed in termly meeting with the Head Teacher, Key Stage Leaders and the Curriculum Coordinators. During the meetings the main barriers to learning are discussed and progress/attainment is analysed. From this information the next steps in the children's learning journey are decided to help to accelerate their learning. Funding allocation and decisions on spending are also made during these meetings and altered as necessary.

<b>Percentage of Pupil Premium children who have made expected progress from KS1 to KS2</b>	
Reading	75%
Writing	50%
Maths	75%

\*One Pupil Premium child arrived at How Wood School from another country in Key Stage 2 and has no Key Stage 1 data. Their progress was measured on Teacher Assessments throughout their time at our school.

### Pupil Premium Allocation 2015-2016

<b>Initiative</b>	<b>Cost</b>	<b>Desired outcomes</b>	<b>Impact</b>
Specialised Teaching Assistant to work with the children in a small group / one to one for targeted learning to help overcome barriers	£11,186	The children will develop confidence to apply their learning in the classroom. It will also identify the gaps and work to progress the children's understanding at an accelerated pace.	The children have made good progress. This is measured by the termly teacher assessments and monitoring during the allocated Pupil Progress meetings.
Part funded targeted support for one to one / small group for Pupil Premium children within the classroom to reinforce learning from Specialised Teaching Assistant.	£10,753	The children will apply their understanding of topics taught with the specialised teaching assistant within the classroom. This will lead to an increase in their confidence and a secure foundation to build on more complex skills.	The children have made good progress. This is measured by the termly teacher assessments and monitoring during the allocated Pupil Progress meetings. They are more confident in classroom learning situations and are developing their independence.
Subscription to clubs / groups to build self-	£1530	The children will become more	An increase in confidence will

esteem and develop confidence.		confident and willing to try new things.	encourage the children to try new things and in turn develop life skills of perseverance. This will help them to tackle the more difficult tasks within their learning journey.
Help with costs of school journeys to build self-esteem and develop confidence.	£500	The children will become more confident and develop their independence skills.	An increase in confidence will encourage the children to try new things and in turn develop life skills of perseverance. This will help them to tackle the more difficult tasks within their learning journey.
Pupil Progress Meetings to collaborate with SLT and discuss progress / attainment and impact on pupils.	£1500	A collaborative discussion on what works well will help to improve teaching strategies and learning outcomes. Assessment will be consistent across all year groups with high expectations set out.	A wide range of skills and strategies were obtained to support the teachers in designing tasks to support and stretch the learning of the children within the classroom. A robust assessment scheme was developed to ensure consistent levels and progress.
Maths Manipulatives – development whole school	£5031	The use of a whole school maths scheme – Abacus will help to support all learners across the maths curriculum. Manipulatives throughout the school will help to support and reinforce the basic numerical skills needed.	The use of a whole school scheme has proven effective in developing the children’s understanding of different maths concepts. An increase in the manipulatives within the classrooms has helped to develop number confidence.
Books	£2500	The use of new guided reading books and targeted dyslexia friendly books will improve reading across the whole school and develop a love of reading.	Guided reading has been developed and the children now have a wider and more relevant scheme of books to use. The dyslexia friendly scheme has ensured

			that all children are developing their love of reading.
Specialised therapy	£500	Targeted support for one to one pupils	The children in the one to one therapy sessions have developed a greater confidence in their learning which has improved their progress and attainment.

The whole school focus within the coming year will be on developing writing. The Pupil Premium funding allocation 2016-2017 will be used to support the identified Pupil Premium children with additional group work or one to one support on a weekly basis both with a specialised teaching assistant and in the classroom. It will also be used to provide a wider range of maths, reading and writing manipulatives 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 2017.