



## How Wood School Pupil Premium Strategy 2018 - 2019

<b>School</b>	How Wood	<b>Total Pupil Premium (PPG) Budget</b>	£23,760
<b>Total Number of pupils</b>	202	<b>Number of pupils eligible</b>	18

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 202 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.

<b>PPG Allocation</b>	
<b>Disadvantaged pupils</b>	<b>Pupil premium per pupil</b>
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: Percentage of KS2 pupils attaining the expected standard+ (EXS+) and percentage of pupils attaining greater depth (GDS) in 2017/18**

**AND**

**KS2 Closing gaps: Percentage of KS2 disadvantaged pupils (DVP) attaining the expected standard+ (EXS+) compared to national 'other' pupils in 2017/18**

No in cohort: 2017 = 30 2018 = 27	School Year 6 % and number of <u>All</u> pupils at EXS+		School Year 6 % and number of <u>DVP</u> pupils at EXS+		School Year 6 % of <u>All</u> pupils achieving the higher standard in R & M/working at GDS in W		School Year 6 % DVP pupils working at higher standard in R & M/working at GDS in W		<u>National Other</u> % working at EXS+		% Difference between School DVP pupils and National Other at EXS+		Projection for Y6 2019 % and number of All pupils at EXS+	Projection for Y6 2019 % of <u>All</u> pupils achieving the higher standard in R & M/working at GDS in W
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018		
Reading	67% 20/30	70% 19/27	67% 2/3	80% 4/5	27%	33%	67%	40%	77%	80%	-10%	=	83%	39%
Writing	77% 23/30	78% 21/27	67% 2/3	60% 3/5	23%	19%	33%	20%	81%	83%	-14%	-23%	76%	29%
Maths	70% 21/30	82% 22/27	67% 2/3	60% 3/5	23%	19%	33%	0%	80%	81%	-13%	-21%	79%	24%
R, W & M	57% 17/30	67% 18/27	67% 2/3	60% 3/5	20%	11%	33%	0%	67%	70%	=	-10%	69%	18%

## KS2 Progress Scores Summary 2018

No. in cohort	25	Reading			Writing			Mathematics		
No. of disadvantaged (DVP)	5	School All	DVP		School All	DVP		School All	DVP	
			School	Nat Other		School	Nat Other		School	Nat Other
Progress Score <i>(please indicate if well above or well below national)</i>		- 1.34	+0.38	0.31	-2.08	-0.98	0.24	-2.49 Below average	-6.01	0.31

**KS1 Attainment: Percentage of KS1 pupils attaining the expected standard+ (EXS+) and percentage of pupils attaining greater depth (GDS) in 2017/18**

**AND**

**KS1 Closing gaps: Percentage of KS1 disadvantaged pupils (DVP) attaining the expected standard+ compared to national 'other' pupils in 2017/18**

No in Cohort: 2017 = 27 2018 = 29	School Year 2 % and number of <u>All</u> pupils at EXS+		School Year 2 % and number of <u>DVP</u> pupils at EXS+		School Year 2 % of <u>All</u> pupils working at GDS		School Year 2 % and no. of <u>DVP</u> working at GDS		<u>National Other</u> % working at EXS+		<u>%</u> <u>Difference</u> between School DVP pupils and National Other (EXS+)		Projection for Year 2 2019 % and no. of All pupils at EXS+	Projection for Year 2 2019 % of All pupils working at GDS
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018		
Reading	79%	69%	67%	67%	29%	24%	67%	0%	79%	78%	-12%	-11%	73%	23%
Writing	79%	69%	67%	67%	26%	14%	33%	33%	72%	73%	-5%	-6%	62%	15%
Maths	79%	72%	67%	67%	26%	28%	0%	33%	79%	79%	-12%	-12%	69%	15%

## Phonics Screening Check

Phonics Screening Check	2016			2017			2018		
	Sch	Herts	Nat	Sch	Herts	Nat	Sch	Herts	Nat
% Y1 reaching expected standard	86%	83%	81%	76%	83%	81%	75%	84%	83%

## Closing Gaps

**Closing gaps: Percentage and number of disadvantaged children and 'other' children in the school achieving GLD in 2017/2018 end of EYFS cohort**

Statutory Assessment – Early Years Foundation Stage Profile – 2017/18 <i>% and proportion (e.g. 2/7) attaining a good level of development (GLD)</i>				
	Disadvantaged Pupils		Other Pupils (non-disadvantaged)	
	%	Number	%	Number
<b>2017</b>	0%	1	70%	29
<b>2018</b>	%	Number	%	Number
	0%		68%	23

## Statutory Assessment

Statutory Assessment – Early Years Foundation Stage Profile – 2018				
% attaining a good level of development (GLD)	Boys	Girls	School's Nursery class pupils	All pupils
	75%	56%	69%	68%

<b>Barriers to future achievement/attainment for pupils eligible for PPG</b>
<b>In school barriers:</b>
<p>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:</p> <ul style="list-style-type: none"> <li>➤ Reading and phonological awareness not secure across a range of sounds</li> <li>➤ 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</li> <li>➤ Concept of number not secure</li> <li>➤ Fine motor skills still developing</li> <li>➤ Lack of concentration skills in a formal setting</li> </ul>
<b>External barriers:</b>
<ul style="list-style-type: none"> <li>➤ Engagement of PP families and the support parents/carers provide for their children</li> </ul>
<b>Desired outcomes</b>
<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Pupil Premium pupils make at least 'good' progress from their starting point each year</li> </ul>
<b>Actions to achieve Desired Outcomes</b>
<ol style="list-style-type: none"> <li>1. Quality First Teaching and high expectations for all PP pupils</li> <li>2. Maintain the high profile of PP pupils with all staff</li> <li>3. Robust Assessment for Learning (AfL) will ensure precise feedback from staff to provide 'next steps' and move children's learning on</li> <li>4. PPG Lead to monitor the attainment and progress of the current PPG pupils. To facilitate relevant interventions and support when necessary.</li> <li>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.</li> <li>6. Pupils receive additional high quality, individual and/or small group support and challenge in English and Maths</li> </ol>

Planned expenditure 2018 -2019					
Action to achieve Desired Outcomes	Chosen approach/action	How will you ensure it is implemented well?	Staff lead	Rationale	Review date
<b>1. Quality First Teaching (QTF) and high expectations for all PP pupils</b>	Whole school CPD linked to QFT	Key focus on SIP	HT/DHT	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.	Dec 18 & ongoing
	Challenging and supportive Pupil Progress Meetings (PPMs)	Use accurate data and knowledge of children to set challenging but achievable targets for all.	HT & SENCO	As a school, we have high expectations for all pupils and do not believe a disadvantaged background is reason not to achieve highly	
<b>2. Maintain the high profile of PP pupils with all staff</b>	TAs and SEN TAs to know the PP pupils in their class and work with CT on targeted interventions	CT, PPG Lead, SENCO & HT to monitor interventions	HT  CT, PPG Lead, HT & SENCO	All staff to understand accountability and responsibility towards raising the standards for disadvantaged groups.	On-going
<b>3. Robust Assessment for Learning (AfL) will ensure precise feedback from staff to provide 'next steps' and move children's learning on</b>	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 Subject Leaders & SLT half-termly in English and maths (1 <sup>st</sup> half SLT/2 <sup>nd</sup> half SLs)	HT, SLT, Subject Leaders	Research has shown that high quality feedback is an effective and low cost way to improve outcomes.	Dec 18 & ongoing

	All staff are accurately assessing their children in English and Maths and using this to ensure teaching is challenging for all pupils.	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		
<b>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.</b>	Residential trips in Year 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
	Subscription to clubs / groups to	PP pupils encouraged to	HT/CT		



	build self-esteem and develop confidence.	sign up for clubs. HT to make contact with parents to encourage take up of clubs. CT to have club letters at consultations to encourage take up by PP pupils			
Approximate budget cost	£1,500				
<b>5. Pupils receive additional high quality, individual and/or small group support and challenge in English and Maths</b>	<p>Targeted pupils receive additional support in English and/or Maths by SEN TA &amp; class TA</p> <p>TA workshops for English including write away, phonics and guided reading training</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 Pupil Voice</p> <p>Set on-going challenges and Home Learning tasks linked to programme</p>	<p>HT/CT/SENCO</p> <p>Maths SL and English SL</p>	<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 line with recommendations.</p>	Ongoing
Approximate budget cost	£19,260				
<b>6. Other Actions</b>					Ongoing
Purchase of school uniform and other necessary school	Ensure all staff know that PP pupils can have	HT to keep a record of expenditure	HT, SENCO & CTs	Our school believe that all levels of inclusion support	

items & provision of fresh fruit for snack for KS2 children	some items provided by the school	related to these items and have as an agenda termly at staff meetings		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"> <li>• Reading Spine</li> <li>• SIP objective</li> <li>• Link to PM</li> </ul>	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				

The whole school focus within the coming year will be on developing reading, phonics and an enquiry led approach to Science and the Foundation Subjects. The Pupil Premium funding allocation 2018-2019 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 2019.