



## How Wood School Pupil Premium Strategy 2017 - 2018

<b>School</b>	How Wood	<b>Total Pupil Premium (PPG) Budget</b>	£31,520
<b>Total Number of pupils</b>	218	<b>Number of pupils eligible</b>	23

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 218 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	£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

**KS2 Attainment:** Percentage of KS2 pupils attaining the expected standard+ and percentage of pupils attaining greater depth in 2017

AND

**KS2 Diminishing the difference:** Percentage of KS2 disadvantaged pupils attaining the expected standard+ compared to national 'other' pupils in 2017

No. in cohort	30	School Year 6 % and number of <u>All</u> pupils at Expected standard+	School Year 6 % and number of <u>Disadvantaged</u> pupils at Expected standard+		School Year 6 % of <u>All</u> pupils achieving the higher standard in R & M/working at greater depth in W	<u>National Other</u> % working at Expected standard+	<u>% Difference</u> between School Disadvantaged pupils and National Other at Expected standard+
			No (e.g. 2/7)	%			
No. of disadvantaged	3						
Reading		67	2/3	67	27	77	-10%
Writing		77	2/3	67	23	81	-14%
Mathematics		70	2/3	67	23	80	-13%
R, W & M		57	2/3	67	20	67	=

**KS2 Progress Scores Summary 2017**

No. in cohort	30	Reading			Writing			Mathematics		
		School All	Disadvantaged		School All	Disadvantaged		School All	Disadvantaged	
School	Nat Other		School	Nat Other		School	Nat Other			
Progress Score <i>(please indicate if well above or well below national)</i>		-2.14	-2.19	0.33	-0.60	-0.66	0.17	-1.64	-2.74	0.28

**KS1 Attainment: Percentage of KS1 pupils attaining the expected standard+ and percentage of pupils attaining greater depth in 2017**

AND

**KS1 Diminishing the difference: Percentage of KS1 disadvantaged pupils attaining the expected standard+ compared to national 'other' pupils in 2017**

No. in cohort	27	School Year 2 % and number of <u>All</u> pupils at Expected standard+	School Year 2 % and number of <u>Disadvantaged</u> pupils Expected standard+		School Year 2 % of <u>All</u> pupils working at Greater depth (GDS)	<u>National Other</u> % working at Expected standard+	% Difference between School Disadvantaged pupils and National Other (Expected standard+)
			No (e.g. 2/7)	%			
No. of disadvantaged	3						
<b>Reading</b>		78	2/3	67	33	79	-12%
<b>Writing</b>		78	2/3	67	26	72	-5%
<b>Mathematics</b>		78	2/3	67	26	79	-12%

Phonics Screening Check 2017		
Year 1		
	How Wood All pupils	National All pupils
All pupils	73%	81%
PP pupils	67%	84%

Early Years Foundation Stage 2017 - Progress							
%	Communication and Language	Physical Development	Personal, Social & Emotional Development	Literacy	Mathematics	Understanding of the World	Expressive Arts and Design
All pupils made expected progress	100%	97%	97%	93%	100%	97%	97%
PP made expected progress	100%	100%	100%	100%	100%	100%	100%
All pupils made more than expected progress	70%	80%	73%	70%	72%	77%	97%
PP pupils made more than expected progress	100%	100%	100%	0%	100%	100%	100%

Early Years Foundation Stage 2017 – Attainment – Good Level of Development			
% achieving a Good Level of Development	How Wood School	Hertfordshire	National
All pupils	70%	72%	71%
PP pupils	0% N/A*		

\*Not a group as only one child

Barriers to future achievement/attainment for pupils eligible for PPG
<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. Raise the 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. PP Lead to complete case studies on current PP pupils who are not making good progress or attainment</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> <li>7. PP Lead to complete 6 week blocks with individuals or small groups of PPG. These groups will address high attainers and also work towards closing any gaps with non PPG children.</li> <li>8. Other actions</li> </ol>

Planned expenditure 2017 -2018					
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 17 & 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. Raise the profile of PP pupils with all staff</b>	All teachers to have PP pupils' progress as an Appraisal target	Appraisal target will be discussed in detail with individual teachers. Teachers will be allocated time to ensure that they have the opportunity to address their target.	HT	All staff to understand accountability and responsibility towards raising the standards for disadvantaged groups.	On-going
	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	CT, PPG Lead, HT & SENCO		
<b>3. Robust Assessment for Learning (AfL) will ensure precise feedback from staff to provide 'next steps' and move children's learning</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	HT, SLT, Subject Leaders	Research has shown that high quality feedback is an effective and low cost way to improve outcomes.	Dec 17 & ongoing

<p>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>the beginning of each staff meeting and 'work scrutiny' by SLT Subject Leaders &amp; SLT half-termly in English and maths (1<sup>st</sup> half SLT/2<sup>nd</sup> half SLs)</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>SL, HT, SLT</p>		
<p><b>4. PP Lead to complete case studies on current PP pupils who are not making good progress and have low attainment</b></p>	<p>Identify the children who are not making progress. Observe in class, look at English and Maths books and interview children. Work with SENCO &amp; class teacher to provide appropriate interventions or resources</p>	<p>Agenda item for SLT meeting to feedback on progress.</p>	<p>PPG Lead</p>	<p>Robust and focused monitoring of a small group will provide a valuable insight into barriers to learning</p>	<p>February 2018</p>
<p><b>5. Provide opportunities and experiences to 'diminish the difference' for pupils to widen their horizons and impact positively on life experiences that can</b></p>	<p>Residential trips in Year 5 &amp; 6.</p> <p>Planned educational visits targeted to 'diminish the difference'</p>	<p>Planned residential visits that enhance the life skills of pupils and consolidates social skills such as</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</p>	<p>Ongoing</p>

<p><b>be used in learning.</b></p>	<p>Subscription to clubs / groups to build self-esteem and develop confidence.</p>	<p>teamwork, leadership and resilience.</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 encourage take up of clubs. CT to have club letters at consultations to encourage take up by PP pupils</p>	<p>HT/CT</p>	<p>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>Approximate budget cost</p>	<p>£1,500</p>				
<p><b>6. Pupils receive additional high quality, individual and/or small group support and challenge in English and Maths</b></p>	<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</p>	<p>On-going monitoring of teaching and learning of PP children.</p> <p>Outcomes of PP children linked to PP teachers' appraisal targets</p> <p>Half-termly tracking of PP</p>	<p>HT/CT/SENCO</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>Ongoing</p>

	<p>reading training</p> <p>Manipulatives to develop whole school maths</p> <p>Spelling and writing schemes to develop whole school writing</p>	<p>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>Maths SL and English SL</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>	
Approximate budget cost	£26,963				
<b>7. Other Actions</b>					Ongoing
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	Our school believe that all levels of inclusion support children to feel valued and develops self-esteem	
Books and magazine/newspaper subscriptions	<p>Raise the profile of reading throughout the school by:</p> <ul style="list-style-type: none"> <li>Introducing a Reading Spine</li> <li>SIP objective</li> <li>Link to PM</li> </ul>	<p>Termly agenda item at staff meetings</p> <p>SL to audit resources</p> <p>Pupil voice</p>	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	£3057			

The whole school focus within the coming year will be on developing reading and spelling. The Pupil Premium funding allocation 2017-2018 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 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 2018.