



Commonswood is a 2 form entry Primary and Nursery school. There are currently 434 pupils on roll. We have very close working partnership with the Commons Preschool which occupies one of our rooms. We also provide extensive wrap around care including a breakfast and after school club and lunch provision for nursery aged children.

We have high aspirations and ambitions for all of our children and we believe that no child should be left behind. We strongly believe that it your passion and thirst for knowledge and dedication and commitment to learning that makes the difference between success and failure and we are determined to ensure that all our children are given the tools and the chance to realize their full potential.

We have a real commitment to ensure that the Pupil Premium Funding is spent to maximum effect. 16% of children at Commonswood are currently eligible for Free School Meals.

We believe that one of the biggest barriers for children can be poverty of expectation and so we are determined to create a climate that does not limit a child's potential in any way. Our school motto 'Aim High' reflects our high expectations for the whole school community and we aim to be an optimistic school in every respect.

Personalised, targeted support for identified pupils is essential in removing barriers in order for children to flourish. All staff go the extra mile to enable children to acquire the life skills to overcome difficulties and achieve their potential so that any gaps between groups are closing rapidly.

All staff here at Commonswood are committed to providing each pupil with the best possible education. Equality of opportunity and the elimination of discrimination are pursued effectively. A continual drive for improvement is underpinned by effective systems of evaluating the strengths and further areas for development.

Recent Initiatives and improvements

We have worked hard to improve provision since our last inspection. Improvements include:

- **Significant increase in attendance**
- **The school has been graded 'Good' with 'Outstanding leadership'**
- **Increased progress and attainment across the school**
- **Increased partnerships with local schools, businesses and the University of Hertfordshire**
- **Facilitated parent learning**
- **Increased the number and skills of children taking on leading roles and responsibilities across the school such as monitors, play leaders and health ambassadors**
- **Art therapy and Protective Behaviours provides support with social, and emotional issues**
- **Extended provision with wrap around care for most disadvantaged children**
- **Forest school to engage, motivate and stimulate learning experiences**
- **Provision plans to identify need, outline suitable strategies in place**
- **Extensive CPD: Nurture, mental health and wellbeing, ASD, ADHD**
- **Increased sports provision (in conjunction with Sport Premium**

- **Early screening (expanded to include Nursery) to ensure children achieve age-related expectations in language skills by the end of Reception**
- **Significantly higher than Hertfordshire and National averages in Phonics**
- **Family Support Worker employed to support vulnerable families**
- **Highly experienced teachers to deliver high quality interventions**
- **Easter school to boost attainment at the end of KS2**
- **High quality training for support staff**
- **A wide range of extra-curricular opportunities**
- **An enriched curriculum which include visitors and trips to motivate, inspire and stimulate learning – graded as outstanding by Ofsted March 16**
- **Targeted training and coaching by the Local Authority to improve the quality of teaching**
- **Orchard room to provide individual and group work learning environment**
- **Online reading and maths resources accessible from homes**
- **Lunch time play leader staff**
- **Peripatetic music lessons for disadvantaged pupils**
- **Range of targeted interventions**
- **Robust pupil progress meetings to ensure all children are making good or better progress**
- **Teachers’ increased knowledge and use of data to inform planning and increase attainment**

We remain relentless in our drive for continual improvement. When making decisions about using the pupil premium funding, it is important to consider the context of the school and the challenges faced. Common barriers for disadvantaged pupils can be less support at home, weak language and communication skills, lack of confidence, and punctuality and attendance issues. There may also be complex family issues which could prevent children from flourishing. The challenges are varied and there is no ‘one size fits all’.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. There is a national trend which identifies a gap in attainment for disadvantaged children.

We have analysed our data thoroughly and examined the impact of current interventions and have made use of a range of research to inform decision making.

Best Practice documentation from Ofsted

The Pupil Premium: an update (Ofsted)

Importance of quality first teaching (Sutton Trust)

A pupil Premium Handbook for Cambridge

Cognitive Approaches

Using the Pupil Premium to Narrow the gap: policy and practice

This year our aim is to continue to increase the quality of day to day wave 1 teaching through the increased percentage of good and outstanding lessons. We will continue to collaborate with neighbouring good schools to build the capacity to sustain improvements and develop further. We will continue to raise standards, particularly in writing, through quality first teaching and timely, targeted interventions. The new curriculum has been devised to promote life skills, the love of learning and British values.

To increase parental engagement, a Parent Forum will be introduced and family learning opportunities will develop further to provide a variety of learning opportunities. Work shops will continue to help parents to support their children at home.

Training of staff will include the importance of nurture and the impact on children together with a focus on metacognition and higher order thinking skills. In addition, we will be providing support for staff in developing their use of Assessment for Learning strategies to improve feedback.

	2015/16
Amount of PPF per pupil	£1320
Amount of PPG received	£101,000
Aim: To close the gap in reading, writing, maths and attendance	

Provision	Description	% PPF	Desired Impact
<p>Focus on Family /Social and emotional</p> <p>Extended school support</p>	<p>Family Support Worker</p> <p>Family workshops</p> <p>Family Learning</p> <p>Family support</p>	6.9%	<p>Co-ordinated approach with all professionals ensuring a consolidated approach for children.</p> <p>Vulnerable children and their parents have been supported within the home.</p> <p>Case studies show a significant impact on outcomes</p> <p>There has been an increased parental engagement with school to external services including financial.</p> <p>Advocated for parents who are vulnerable or have vulnerable children.</p> <p>Support was available in the summer holiday for vulnerable families.</p> <p>Access to personalised funding through eCAF for 7 families.</p> <p>Rapid sign posting to relevant agencies.</p> <p>Support for establishing boundaries at home supporting pupils with homework and reading.</p> <p>Improved emotional wellbeing for children and families.</p> <p>Pupils are emotionally ready to learn.</p> <p>Courses for parents help them to support their children with learning</p> <p>Promotion of healthy life styles</p> <p>Parents of Pupil premium children have access to Protective Behaviours to support their children's emotional needs</p>
<p>Focus on Family /Social and emotional</p> <p>Extended provision</p>	Breakfast club	1.4%	<p>Most vulnerable attendance and punctuality improved – positive transition into school</p> <p>Nutritious breakfast provided for most vulnerable</p>
<p>Focus on Family /Social and emotional</p> <p>Attendance</p>	Rewards & incentives	0.1%	<p>Improved attendance remains above 95% for all</p> <p>Heightened awareness of impact of poor attendance</p> <p>Increased motivation and accountability for pupils and their families</p>

<p>Focus on Family</p> <p>e- book reading & maths resources</p>	<p>Extended reading resources with accessibility from home</p> <p>Maths</p>	1.2%	<p>Increased engagement with supporting reading from home</p> <p>Above National averages in Reading and Maths by the end of KS2 – see end of year data report, Summer 2016, on website</p>
<p>Focus on Family</p> <p>Subsidised peripatetic music lessons</p>	<p>Engagement beyond school provision</p>	0.5%	<p>Free music lessons – promote love of learning and appreciation of the arts</p>
<p>Focus on Learning in the curriculum</p> <p>Targeted support staff</p>	<p>Individual support for children with specific needs</p> <p>Transition support</p> <p>Small group PSE intervention</p>	61.6%	<p>Attainment is broadly in line or better for Reading, Writing and Maths in years 1,2,3,4,5, and in Y6 for Writing</p> <p>100of disadvantaged pupils achieved a pass rate on the Phonic Screening</p> <p>Pupil premium pupils receive quality first teaching and have access to supportive resources to enable them to make good progress.</p> <p>Wellcomm Speech and Language screening programme to be maintained – follow up through whole class, small group and individual intervention. 86% of disadvantaged children reaching Age Related Expectation.</p> <p>Pupils provided with programmes to support transition in the summer term – visits to new settings and classes.</p>
<p>Focus on Learning in the curriculum</p> <p>Targeted intervention</p>	<p>Targeted booster lessons for pupils by experienced teachers including Booster groups for Higher attaining Pupils</p> <p>Easter school</p>	9.2%	<p>Close the attainment gap in reading, writing and maths</p> <p>See end of Key Stage 2 data for Summer 2016</p>
<p>Focus on Enrichment of the curriculum</p> <p>Enriching the curriculum</p>	<p>Subsidies for trips and visits including residential trips</p> <p>Visiting workshops</p> <p>Forest school resources £2000</p> <p>Subsidies towards choir attending Wembly performance</p> <p>Y5 theatre performance</p>	1.8%	<p>Full access for pupils</p> <p>Pupils made improved rates of progress</p> <p>Children build strategies to develop resilience</p> <p>Enriched curriculum has promoted the engagement and love of learning. Curriculum rated as outstanding by Ofsted.</p>

Extra Curricular Opportunities	Equipment, resources and staffing for clubs	1.4%	<p>Increased opportunities for children to develop their own interests and talents</p> <p>Pupil premium children have had access to all areas of school life, whilst keeping healthy and making new friends.</p> <p>Increased attendance</p>
Counselling	Individual provision for most vulnerable pupils	8.2%	<p>Pupil Premium children develop strategies to manage emotional aspects of their life impacting on their readiness to learn.</p> <p>Pupil premium children have access to 'Protective Behaviours', counselling and Specialist Play Therapy for individuals in all key stages – particularly targeting early years – in line with early intervention.</p> <p>Parents of Pupil premium children have access to Protective Behaviours to support their children's emotional needs.</p>
Focus on Learning in the curriculum Targeted training & coaching	LA advisory training spelling and grammar	0.7%	<p>Improved effective teaching and learning of literacy.</p> <p>Pupils are enthused by literacy across the school.</p> <p>Data shows impact of training on raising standards across the school.</p>
Orchard room provision	Individual provision for most vulnerable pupils	3.7%	<p>Pupils with specific needs have provision to work individual/small group</p> <p>Positive transition into afternoon sessions</p>
Lunch time support	Targeted training to develop social skills and play leaders	3.2%	<p>Positive play for all</p> <p>Developed social skills</p> <p>Developed leadership skills</p> <p>Positive transition into afternoon sessions</p>

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