

## Pupil Premium Grant 2017 –2018 - Review

Commonswood is a 2 form entry Primary and Nursery school, with 3 forms in two (known as a bulge year). There are currently 482 pupils on roll from Nursery – Year 6.

We ensure that the Pupil Premium Grant is spent to maximum effect. 8 % of children at Commonswood are currently eligible for Free School Meals with 14% of pupils eligible for the Pupil Premium grant.

When making decisions about using the pupil premium grant, it is important to consider the context of the school and the challenges faced within the school community. Common barriers for disadvantaged pupils can be less support at home, difficulty with language and communication skills, punctuality and attendance issues and a lack of confidence. 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 between pupils who are 'disadvantaged' and pupils who are 'non-disadvantaged'. Our school seeks to raise the attainment of disadvantaged pupils through the following commitments.**

**A whole school ethos of attainment for all.** The Commonswood motto 'Aim high' reflects our high expectations for the whole school community and we are an optimistic school in every respect. We are determined to create a climate that does not limit a child's potential in any way. We have a strong personal commitment to improving outcomes for disadvantaged pupils' attainment. We have high aspirations and ambitions for all of our children and we believe that no child should be left behind.

**An 'outstanding' Senior Leadership Team which effectively evaluates outcomes for pupils.** Senior staff collaborate regularly with all staff to set high expectations for all pupils, and are responsive to improving attainment by swiftly identifying and understanding the particular needs of pupils. We seek to close any gaps in attainment between groups through careful, frequent monitoring and early responses.

**A therapeutic approach to behavior management builds a trusting environment in which children can thrive.** By addressing social and emotional needs through problem solving, emotional support and collaborative working, we can remove barriers to learning and address individual needs more effectively. We have a commitment to early intervention and referral to outside agency / multi-agency approaches when needed to support the most vulnerable families and pupils.

**The drive for 'Quality First Teaching' which promotes inclusion for all.** Teachers are committed to providing high quality lessons which challenge children and provide differentiated learning which is tailored to individual needs. Pupils learn in the classroom alongside peers and with teachers who know how to address their needs best. All staff go the extra mile to ensure children acquire the life skills to overcome difficulties and achieve their potential.

**The carefully considered deployment of staff.** The senior leadership team are constantly evaluating the skills of all staff and respond by providing high quality training to ensure teachers understand how best to meet the needs of pupils in their class. There is a focus on creating independent thinkers and learners who can respond effectively to specific feedback from teachers to improve their outcomes

**All staff 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 to evaluate the strengths of the school and areas for further development.**

**The significant improvements to the outcomes for disadvantaged pupils can be evidenced through:**

- Attendance of disadvantaged children has increased and is now above National averages.
- The gap in attainment is closing between 'disadvantaged' pupils and 'non-disadvantaged' pupils, in reading, writing and maths.
- Increased progress and attainment across the school.
- Increased partnerships with local schools, Children Centers, businesses and the University of Hertfordshire
- The quality of extensive wrap around care including our breakfast and after school club provision and lunchtime provision for nursery aged children.
- A wider range of parent learning on offer facilitated by the school Family Support Worker
- An increase in children taking on leading roles and responsibilities across the school

- The provision of Specialist Play Therapy, Protective Behaviours, Counselling and other targeted interventions to support pupils with social, emotional and mental health difficulties.
- Class and Individual Provision plans which identify need and outline suitable strategies and interventions to narrow the gap in attainment.
- Early screening and intervention to ensure our youngest children achieve age-related expectations in language skills by the end of Reception
- Significantly higher than Hertfordshire and National averages in Phonics.
- An experienced Family Support Worker (also employed during school holidays) to support vulnerable families.
- Highly experienced teachers to deliver quality first teaching and high quality interventions
- High quality training for teachers and support staff
- A wide range of extra-curricular opportunities.
- An enriched curriculum which include visitors and trips to motivate, inspire and stimulate learning
- Targeted training and coaching by the Local Authority to improve the quality of teaching in reading at 'greater depth'.
- The provision of the 'Orchard Room' which provides individual and group work in a nurturing environment, and lunchtime support for vulnerable pupils.
- Lunch time play leader staff
- 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

**Ofsted (March 2016) rated the overall effectiveness of the school as 'Good' with 'Outstanding' leadership and management.**

- **Ofsted reported that Commonswood '...makes regular, robust and effective checks on pupils' progress, especially the disadvantaged...'**
- **Ofsted acknowledged that 'Those disadvantaged pupils who do not have Special Educational Needs or Disability, do well and make progress similar to, or better than, their peers'.**

	<b>2017/18</b>
Amount of PPF per pupil	£1,320
Amount of PPG received	<b>£88,440</b>
<b>Aim: To close the gap between disadvantaged and non disadvantaged pupils in attainment in reading, writing, maths and attendance</b>	
<b>Monitoring impact:</b> Termly through Pupil Progress Meetings, Half termly assessment and data – report to Governors, Termly Family Support Worker Report, Regular meetings with AIO, Book Scrutinies, SLT updates on Progress, Behaviour logs tracked fortnightly, Case Studies to show impact.	

Provision	Description	% PPF	Impact
<p><b>Focus on Family/Social and emotional</b></p> <p>Extended school support</p>	<p>Family Support Worker</p> <p>Family workshops</p> <p>Family Learning</p> <p>Family support</p>	9%	<p>Gaps in attendance for disadvantaged pupils have been addressed and there is continuing support for persistent absenteeism. Attendance of disadvantaged children is in line with the national average. School continues to work with families where attendance remains a concern.</p> <p>Professionals have ensured a co-ordinated approach to support the most vulnerable families. Regular meetings take place with the family support worker and SENco working in unison to support families.</p> <p>The Family Support Worker has supported families in the home through regular home visits, sometimes in conjunction with other agencies and staff members, by signposting families to relevant agencies including financial services, and access to personalised commissioning.</p> <p>The Family Support worker has worked with other professionals in the school to identify Young Carers, supporting their applications and co-ordinating more effective provision in school as a result there are 15 Young carers receiving access to provision. The school has also gathered evidence towards an application for the Silver Young Carers Award.</p> <p>The family support worker is an advocate for parents who are vulnerable or have vulnerable children</p> <p>The Family Support Worker has supported families with the Families First Assessment in order to co-ordinate targeted support from outside agencies. As a result 8 Family First Assessments were undertaken supporting 16 children in total.</p> <p>Parenting support has meant that boundaries are in place at home supporting pupils with homework and reading. There are improved emotional wellbeing for children and families and pupils are emotionally ready to learn. Parents of pupil premium children have access to Protective Behaviours to support their children's emotional needs, and the family Support Worker has supported children in school with Protective Behaviours also.</p> <p>Courses for parents to help them support their children with learning and behaviour.</p> <p>The Family Support Worker has worked in conjunction with other members of the school staff to promote healthy life styles.</p>
<p><b>Focus on Family/Social and emotional</b></p> <p>Extended school support</p>	Budget	1%	<p>There has been financial support to provide essential school equipment, clubs and enrichment activities, outside school, to the most vulnerable families. As a result, uniform, including swimming and PE kits have been provided.</p> <p>Parents accessed support from the family support worker during the school holidays. This included the issue of food vouchers, financial assessment and the signposting to appropriate agencies.</p> <p>The Family Support Worker supported vulnerable families during in the summer holiday as a result, children accessed summer camp provision.</p>
<p><b>Supporting positive experiences – young carers</b></p>	Targeted support for most vulnerable children to extend enriching experiences	1%	<p>Young Carers have accessed enriching experiences which otherwise may not be available due to their caring role.</p>

<p><b>Focus on Family/Social and emotional</b></p> <p>Extended provision</p>	<p>Breakfast club</p>	<p>1%</p>	<p>The most vulnerable pupils provision at Breakfast and After-School club has meant better attendance and punctuality and has aided a more positive transition into school. The most vulnerable pupils have been provided with a nutritious breakfast to ensure a healthy start to the day.</p>
<p><b>Focus on Family</b></p> <p>eReading &amp; eMaths resources</p>	<p>Extended reading resources with accessibility from home.</p>	<p>2%</p>	<p>Robust systems for monitoring reading at home by the SLT has seen an increase in the engagement with reading at home</p> <p>EYFS implementation of maths games sent home has seen an increase the engagement with supporting early maths skills at home.</p> <p>KS1&amp;2 implementation of TT Rockstars (accessed at home) has had a positive effect on knowledge of times tables. As a result there was a 6% increase in the percentage of children achieving age-related expectations at the end of Key Stage 2.</p>
<p><b>Focus on Learning in the curriculum</b></p> <p>Resources</p>	<p>Early Years Foundation Stage support for Outdoor Learning and resources to support the curriculum.</p>	<p>10%</p>	<p>Pupil premium pupils receive quality first teaching and have access to supportive resources to enable them to make good and accelerated progress across all areas of the curriculum in a stimulating environment which is evident in our Nursery and Reception classes.</p> <p>As a result the school is showing an upward trend with more children achieving a good level of development at the end of early years. Disadvantaged (non SEND) children achieve better than others as a result of focused teaching to close gaps. children of all disadvantaged (83%) made accelerated progress across prime areas of learning.</p> <p>80% of children made typical progress from the end of early years with 20% of children making strong (greater than typical) progress. 82% of disadvantaged children made typical progress from the end of early years with 27% of children making strong (greater than typical) progress. Wellcomm Speech and Language screening programme has been implemented through EYFS with follow up whole class teaching, small group and individual intervention.</p>
<p><b>Focus on Learning in the curriculum</b></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>	<p>55.5 %</p>	<p>Pupil premium pupils receive quality first teaching and have access to supportive resources to enable them to make good progress. Provision plans focus on individual's barriers and strategies to overcome them. These are reviewed and adapted on a regular basis.</p> <p>Staff training has supported the development of strategies to manage emotional aspects of some disadvantaged children's lives impacting on their readiness to learn.</p> <p>13% of pupil premium children have accessed 'Protective Behaviours' counselling (all key stages).</p> <p>As a result of targeted support, 80% of disadvantaged children achieved age-related expectations in their phonic screening test at the end of Year 1.</p> <p>A greater proportion of KS1 children achieved age-related expectations in reading compared to national data. Disadvantaged (non-SEND) children achieved in line with school others. The school is showing an upward trend in children achieving greater depth. All children, including non-SEND disadvantaged children, exceeded the national average for reading at greater depth.</p> <p>In reading, 80% of children made typical progress from the end of early years with 28% of children making strong progress. 64% of disadvantaged children made typical progress from the end of early years with 45% of children making strong progress.</p> <p>In writing, a greater proportion of KS1 children achieved age-related expectations compared to national data. Disadvantaged children do not do as well as others which remains an area for development. All children, including disadvantaged children, exceeded the national average for writing at greater depth.</p> <p>72% of children made typical progress from the end of early years with 19% of children making strong progress. 64% of disadvantaged children made typical progress from the end of early years with 27% of children making strong progress.</p> <p>In mathematics, KS1 children achieved age-related expectations broadly in line with national data.</p>

			<p>Disadvantaged (non-SEND) children achieved significantly above the national average. All children, including disadvantaged children, exceeded the national average for mathematics at greater depth.</p> <p>Mathematics results this year are not deemed as a typical trend but is cohort specific. Year 1 data shows that 76% of children are working securely at age-related expectations with 98% working at least broadly at age-related expectations.</p> <p>A greater proportion of KS1 children achieved age-related expectations in reading, writing and mathematics combined compared to national (2017) data. Disadvantaged (non-SEND) children achieved above the national average. All children, including disadvantaged children, exceeded the (2017) national average for reading, writing and mathematics combined at greater depth.</p> <p>In science a greater proportion of KS1 children achieved age-related expectations compared to national data. Disadvantaged (non-SEND) children achieved significantly above the national average.</p> <p>In reading, a significantly greater proportion of KS2 pupils achieved age-related expectations compared to national data. Disadvantaged (non-SEND) children achieved significantly above the national average with all disadvantaged children achieving in line with the national average. All pupils significantly exceeded the national average for reading at greater depth.</p> <p>A greater proportion of KS2 pupils (including disadvantage non-SEND pupils) achieved age-related expectations compared to national data in writing. All pupils (including disadvantage (non-SEND) significantly exceeded the national average for writing at greater depth.</p> <p>A greater proportion of KS2 pupils achieved age-related expectations compared to national data in mathematics. Disadvantaged (non-SEND) children achieved broadly in line with the national average. All pupils (including disadvantage (non-SEND) exceeded the national average for mathematics at greater depth.</p> <p>A significantly greater proportion of KS2 pupils achieved age-related expectations compared to national data in spelling, punctuation and grammar. Disadvantaged (non-SEND) children achieved significantly above with the national average. All pupils (including disadvantage (non-SEND) exceeded the national average for at greater depth in spelling, punctuation and grammar.</p> <p>A significantly greater proportion of KS2 pupils achieved age-related expectations compared to national (2017) data in reading, writing and mathematics combined. Disadvantaged (non-SEND) children achieved significantly above with the national average. All pupils significantly exceeded the (2017) national average for at greater depth in reading, writing and mathematics combined. Not enough disadvantaged children achieved working at greater depth in reading, writing and mathematics combined. This remains a priority for development.</p> <p>*All 2018 data is currently unvalidated</p> <p>PROGRESS MEASURES STEVE</p>
<p><b>Focus on Enrichment of the curriculum</b></p> <p>Enriching the curriculum</p>	<p>Subsidies for trips and visits including residential trips.</p> <p>Visiting workshops</p> <p>Y5 theatre performance</p>	5.5%	<p>All disadvantaged children have received full access to all enrichment activities to promote the engagement and love of learning</p> <p>The curriculum has provided opportunities for children to build strategies to develop resilience and a sense of belonging.</p>
<p><b>Counselling Clinical Superviion</b></p>	<p>Individual provision for most vulnerable pupils</p>	7%	<p>10% of pupil premium children have accessed Counselling.</p> <p>Senior leaders and those staff delivering therapeutic interventions have received case advice once per term.</p>

<b>Orchard room provision</b>	Two Learning Support Assistants to provide lunchtime support for most vulnerable pupils.	1%	Pupils with specific needs have worked on individual targets on a one to one or small group basis. Provision has been made at lunchtime to give vulnerable pupils an opportunity to resolve social difficulties. Orchard room provision has meant a positive transition into afternoon sessions
<b>Specialist Play Therapist</b>	Targeted support for most vulnerable children	7%	8.5% of our most vulnerable pupil premium children have received expert, targeted play therapy where emotional difficulties act as a significant barrier to learning.

\*% rounded

**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**