

Pupil Premium Grant REVIEW 2018 –2019

Commonswood is a 2 form entry Primary and Nursery school, with 3 forms in Year 2 (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. 14% of pupils are 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 disadvantage 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 and teaching assistants 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:

- 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 improved quality of extensive wrap around care including our breakfast and after school club provision and lunchtime provision for nursery aged children.
- 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

- A significant trend of 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 responsive and flexible intervention.
- High quality training for teachers and support staff
- Pre-teaching and over-learning to plug the gaps in pupils' skills and knowledge.
- A whole school overview of disadvantaged pupils' progress and attainment for subject leaders to address with all staff to ensure targeted support for identified pupils.
- Pupil conferencing by the Senior Leadership Team with identified pupils across the school.
- A wide range of extra-curricular opportunities.
- An enriched curriculum which include visitors and trips to motivate, inspire and stimulate learning and build cultural capital.
- Targeted training and coaching by the Local Authority to improve the quality of teaching in reading at 'greater depth' and writing.
- 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
- Well informed governing body

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'.**

	2018/19
Amount of Pupil Premium Funding (PPF) per pupil	£1,320
Amount of PPF for CLA / Special Guardianship Order/ Adopted from care	£2,300
Amount of Pupil Premium Grant	£105,600
Aim: To close the gap between disadvantaged and other pupils in attainment in reading, writing, maths and attendance	
Monitoring impact: Termly Pupil Progress Meetings, Termly assessment and data – report to Governors, Termly Family Support Worker Report, Regular review of attendance, Book Scrutinies, SLT updates on Progress, Behaviour logs tracked fortnightly, Case Studies to show impact.	

Provision	Description	% PPF	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>	<p>7.6%</p>	<p>The gap in attendance for disadvantaged pupils and the national average has narrowed. Persistent absenteeism has been significantly reduced. Multi agency working in place. Court action has been taken where all other actions have not had the desired impact.</p> <p>Professionals have a co-ordinated approach to support the most vulnerable families. 14 PPG families worked with and 27 children. Anonymized case studies in place to monitor impact.</p> <p>The Family Support Worker to support families in the home through regular home visits, sometimes in conjunction with other agencies, by signposting families to relevant agencies including financial services, and access to personalised commissioning. 15 young carers supported – some identified and registered this year. Bronze YC support award achieved.</p> <p>The Family Support worker works in coordination with other professionals in the school to identify Young Carers, support their applications and identify suitable activities outside of school.</p> <p>Family support worker has increased parental engagement of children in Early Years. FSW services made available to EYFS – parent meetings are attended.</p> <p>Family support worker is an advocate for parents who are vulnerable or have vulnerable children. Meetings / agencies have been attended by FSW for a range of families to act as advocate.</p> <p>The Family Support Worker to support vulnerable families beyond term times. FSW available in holiday times and can be contacted via telephone also</p> <p>The Family Support Worker supports families with the Families First Assessment (Early Help Module). 6 FFAs completed this year to support the most vulnerable and to co-ordinate external agencies and support.</p> <p>Family support worker to signpost courses for parents to help them support their children with learning.</p> <p>The Family Support Worker to work in conjunction with other members of the school staff to promote healthy life styles alongside the Deputy Head.</p> <p>There has been a reduction in Child protection cases across the school.</p>

<p>Focus on Family/Social and emotional</p> <p>Extended school support</p>	<p>FSW Budget</p>	<p>2.8%</p>	<p>Financial support has been provided for essential school equipment, clubs and enrichment activities, outside school and in the school holidays to support the most vulnerable families. See anonymized case studies.</p> <p>Attendance has improved with the purchase of school uniform and shoes.</p> <p>There has been a reduction in referrals to children's services.</p>
<p>Supporting positive experiences – young carers</p>	<p>Targeted support for most vulnerable children to extend enriching experiences</p>	<p>1.4%</p>	<p>There has been an increased sense of wellbeing for Young Carers YC through a team of identified adults in school, termly forums, weekly drop-ins, homework club, confidential pupil message box, after school club, end of year trip and wellbeing questionnaire.</p> <p>Young Carers have experienced an end of year trip.</p> <p>All young carers complete homework on a regular basis.</p> <p>Young carers' progress making at least expected key stage progress:</p> <p>Reading 77%</p> <p>Writing: 85%</p> <p>Mathematics: 77%</p> <p>Attendance of Young Carers is 96.5% (above the national average)</p> <p>8/13 of young carers are eligible for the pupil premium.</p>
<p>Focus on Family/Social and emotional</p> <p>Extended provision</p>	<p>Breakfast club and After School Club</p>	<p>2.8%</p>	<p>Improved attendance and punctuality for most vulnerable– positive transitions into school and impact on punctuality and attendance.</p> <p>Nutritious breakfasts provided.</p> <p>After school club homework support was offered to all Young Carers</p>
<p>Focus on Attendance</p>	<p>Senior Leadership Team (SLT) and Family Support Worker home visits</p>	<p>4.7%</p>	<p>New starters to the school, EYFS pupils and complex cases including those with persistent absenteeism are supported through home visits and monitoring by SLT. Home visits have been carried out by the SLT for new starters.</p> <p>Nursery / Reception home visits with teachers and SENCo are in place to identify and support transition into school for the most vulnerable.</p> <p>100% of disadvantaged non-SEND Reception children achieved a Good Level of Development (age-related expectations)</p> <p>75% (3 out of 4) of disadvantaged Reception children achieved a Good Level of Development (age-related expectations)</p> <p>Persistent absenteeism for disadvantaged children has decreased from 9 children below 90% to 3 children below 90% - extensive actions have been taken to address these.</p>
<p>Resources</p>	<p>Pre-teaching and over-learning resources</p> <p>Homework club</p>	<p>4.7%</p>	<p>Teaching assistant time, prior to lessons, has been utilized to support learning through pre teaching concepts and introduction to vocabulary to increase participation in lessons.</p> <p>The most vulnerable pupils are supported with time to complete homework.</p> <p>The most vulnerable pupils are provided with resources at home to support pre-teaching and over-learning.</p>

<p>Focus on Learning in the curriculum EYFS resources</p>	<p>Early Years Foundation Stage support for Outdoor Learning and resources to support the curriculum.</p>	<p>2.4%</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. Disadvantaged children made accelerated progress across all areas of learning.</p>																											
<p>Focus on Learning in the curriculum Targeted support staff</p>	<p>Individual support for children with specific needs Transition support Small group Personal, Social Education (PSE) intervention</p>	<p>51.2%</p>	<p>Support staff seek to close the gap in attainment in reading, writing and maths. Pupil premium pupils receive quality first teaching and have access to supportive resources to enable them to make good progress. Wellcomm Speech and Language screening programme to be maintained – follow up through whole class, small group and individual intervention. Targeted intervention to support children with specific learning needs and social and emotional needs. Conferencing to support learners and monitor progress against individual targets Disadvantaged outcomes compared to National average (National 'other' data currently not available)</p> <table border="1" data-bbox="748 639 2145 954"> <thead> <tr> <th></th> <th>Disadvantaged non-SENd</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Good level of Development at end of Reception</td> <td>Above National average</td> <td>Above National average</td> </tr> <tr> <td>Phonics</td> <td>Above National average</td> <td>Below National average</td> </tr> <tr> <td>Key Stage 1 Reading</td> <td>Above National average</td> <td>Below National average</td> </tr> <tr> <td>Key Stage 1 Writing</td> <td>In line with the National average</td> <td>Below National average</td> </tr> <tr> <td>Key Stage 1 Mathematics</td> <td>Above National average</td> <td>Below the National average</td> </tr> <tr> <td>Key Stage 2 Reading</td> <td>Above National average</td> <td>Below the National average</td> </tr> <tr> <td>Key Stage 2 Writing</td> <td>Above National average</td> <td>Below the National average</td> </tr> <tr> <td>Key Stage 2 Mathematics</td> <td>Above National average</td> <td>Below the National average</td> </tr> </tbody> </table>		Disadvantaged non-SENd	Disadvantaged	Good level of Development at end of Reception	Above National average	Above National average	Phonics	Above National average	Below National average	Key Stage 1 Reading	Above National average	Below National average	Key Stage 1 Writing	In line with the National average	Below National average	Key Stage 1 Mathematics	Above National average	Below the National average	Key Stage 2 Reading	Above National average	Below the National average	Key Stage 2 Writing	Above National average	Below the National average	Key Stage 2 Mathematics	Above National average	Below the National average
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<p>Focus on Enrichment of the curriculum Enriching the curriculum</p>	<p>Subsidies for trips and visits including residential trips. Visiting workshops Y5 theatre performance</p>	<p>5.7%</p>	<p>Full access to curriculum enrichment for pupils Pupils make improved rates of progress Children build strategies to develop resilience and a sense of belonging. Enriched curriculum to promote the engagement and love of learning All disadvantaged children took part in all enrichment opportunities in order to build cultural capital.</p>																											
<p>Focus on Social, Emotional and Mental Health (SEMH) Protective Behaviours</p>	<p>Training costs for level 2 practitioners Training for level 1 whole school training</p>	<p>2.4%</p>	<p>Pupil premium children have access to 'Protective Behaviours' counselling for individuals in all key stages. Access for pupils to receive low level therapeutic intervention. Whole school training for staff to further embed the nurturing ethos at school was implemented in September 2018. 3 fully trained staff across KS1 and KS2 20 pupils supported throughout the year.</p>																											

Focus on SEMH Counselling Clinical Supervision	Individual provision for most vulnerable pupils	6.2%	Development of strategies to manage emotional aspects of their life impacting on their readiness to learn. 9 pupils supported throughout the year by counselling services. 67% were disadvantaged children. SLT members supported to problem solve individual cases concerning vulnerable pupils through clinical supervision.
Focus on PSED / SEMH Orchard room provision	Two Learning Support Assistants to provide lunchtime support for most vulnerable pupils.	1.9%	Pupils with specific needs have provision to work on individual targets on a one to one or small group basis. Pupils are provided with opportunity to resolve social difficulties – which has impacted on exclusion and behaviour records. Pupils experience a more positive transition into afternoon sessions.
Focus on SEMH Specialist Play Therapist	Targeted support for most vulnerable children	6.2%	Targeted therapy for the most vulnerable children in the school where emotional difficulties act as a significant barrier to learning. Several of the most vulnerable pupils have been supported through play therapy – which has resulted in positive transitions between educational settings, impacted on behaviour records and exclusions and allowed pupils to learn within the classrooms alongside peers. Substantial support has been invested in family therapy which has had a lasting impact on relationships.

We analyse our data thoroughly and examine 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)

Education Endowment Trust – Teaching and Learning Toolkit – research based intervention that works

A pupil Premium Handbook for Cambridge

Cognitive Approaches

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

Herts for learning Making the Difference Early Years toolkit

‘Taking the Advantage for the Disadvantaged’ conference June 2018