

Pupil Premium Grant 2019 –2020

Commonswood is a 2 form entry Primary and Nursery school, with 3 forms in Year 3 (known as a bulge year). There are currently 477 pupils on roll from Nursery – Year 6.

We ensure that the Pupil Premium Grant is spent to maximum effect. 12% 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 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 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 actions below. These aspects will be continued to be monitored with consideration to the impact of lockdown due to the Covid-19 pandemic.

- Attendance of disadvantaged children has increased and is now in line with National averages.
- The gap in attainment is closing between 'disadvantaged' pupils and 'non-disadvantaged' pupils, in reading, writing and mathematics (as evidenced in books prior to the lockdown).
- 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.
- An increase in children taking on leading roles and responsibilities across the school (prior to lockdown and current bubble restrictions).
- 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 in Nursery and intervention to ensure our youngest children achieve age-related expectations in language skills by the end of Reception.
- A trend of 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 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.
- A wide range of extra-curricular opportunities (prior to current restrictions).
- An enriched curriculum which include visitors and trips to motivate, inspire and stimulate learning (prior to current restrictions).
- 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 & attainment 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'.**

	2019/20
Amount of Pupil Premium Funding (PPF) per pupil	£1,320
Amount of PPF for CLA / Special Guardianship Order/ Adopted from care per pupil	£2,300
Amount of Pupil Premium Grant	£77,880
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, daily review of attendance, Book Scrutinies, SLT updates on Progress, Behaviour logs tracked, Case Studies to show impact.	

Provision	Description	% PPF	Intention	February review Impact	Review July 2020 Impact
Focus on Family/ Social and emotional Extended school support	Family Support Worker (FSW)	10.3% £8034	No gap in attendance for disadvantaged pupils and the national average. Persistent absenteeism is eradicated.	Monthly welfare meetings to identify absenteeism of PPG pupils – Headteacher, FSW, SENCo. Head attendance monitoring	Attendance - 30 disadvantaged pupils (DVP) attended during lockdown.
	Family workshops				FSW supported 10 Pupil Premium Grant) PPG families remotely during lockdown.
	Family Learning				Spring 20 PPG attendance 96% in line with the national average. 2 disadvantaged children had attendance less than 90% (persistent absence). This is an improvement from the previous year.
	Family support		Professionals have a co-ordinated approach to support the most vulnerable families.	Monthly meetings – FSW and SENCo to review PPG pupils - offer appropriate support, review impact of support given, monitor academic progress. 19 pupils identified and supported from Sept '19 – present.	PPG families reviewed remotely by FSW and SENCo. 10 PPG families supported throughout lockdown. FSW available via tel contact throughout COVID 19 lockdown.
			The Family Support Worker to support families in the home through regular home visits, sometimes in conjunction with other agencies, by	10 home visits completed Impact: X 1 FFA undertaken Step 2 referral	FSW remote support during lockdown. FFA – children centre lead

		signposting families to relevant agencies including financial services, and access to personalised commissioning.	X 4 referral to Hertfordshire Family Centre support for families with children under 5 X 3 - signposted to parenting course Parenting support Signposting to appropriate agencies and school nursing website	FSW available via tel contact throughout COVID 19 lockdown.
		The Family Support worker to work in coordination with other professionals in the school to identify Young Carers (YC), support their applications and identifying suitable activities outside of school. Family support worker to increase parental engagement of children in Early Years Family support worker to work as an advocate for parents who are vulnerable or have vulnerable children	September 2019 – Young Carers in school Bronze award achieved. Evidence for Silver award being collected. Impact: Staff trained to identify and support YCs Assembly – whole school – pupils able to self-identify and know the systems to do this. KS2 assembly delivered by a YC in the school – developing awareness among peers. Forums / drop-ins / message box / Fox club / homework club being attended and minuted Visit from YC Goves at the forum 5 referrals from EYFS Impact: FSW signposted parents to Herts Family centre – x1 Families First Assessment (FFA) as a result – led by Family centre. X1 – parenting and support in the home. Impact: FSW termly report for Governors 23 families with FSW involvement from Sept '19 – present. FSW and SENCo identified 5 families and sent information regarding this to parents.	Submit Silver award application end summer term 2020. <i>Postponed to Autumn term 2020 due to lockdown</i> Use other data systems to identify siblings of pupils with disability as YCs. Follow up YC enquiries made as a result of assemblies. Send referral and information to parents. In place 'Family Toolkit' 4 week course to be co-facilitated in March by FSW. <i>Only 2 weeks completed out of 4 due to lockdown</i> Partnership offered workshops online. Behaviour/ transitions/ SEND – parents signposted. Contact throughout lockdown to support vulnerable pupils returning to school during lockdown, and facilitating educational support while pupils were at home.
		The Family Support Worker to support vulnerable families beyond term times	X1 parent contact in Oct half term. YC conference to be attended in Feb Half term.	FSW available for set period during summer holiday 2020
		The Family Support Worker to support families with the Families First Assessment (Early Help Module).	X 5 FFAs open this academic year to date. Impact: family with 3 siblings – YC's and emotional regulation plans – reduction for x2 sibs in behaviour logs. Family supported by YC team. Emotional support for all 3 sibs. All YCs have been offered FFA – FSW / YC in Herts Team.	March onwards – FFA not being completed due to lockdown. FSW unable to visit homes of vulnerable pupils. FSW supported via telephone contact.
		Family support worker to signpost courses for parents to help them support their children with learning.	X 5 FFA assessment involvement from Sept '19 to present.	Parents directed to useful websites and parenting webinars during lockdown

				X 1 Child in Need (CIN) meeting attended	
			The Family Support Worker to work in conjunction with other members of the school staff to promote healthy lifestyles.	FSW has engaged with Herts Family centre to request coffee morning sessions for parents to discuss healthy lifestyles	Postponed to a time when parents can gather.
Focus on Family/Social and emotional Extended school support	Budget	1.9% £1500	Financial support to provide essential school equipment, clubs and enrichment activities, outside school and in the school holidays to support the most vulnerable families.	Impact: X 1 family supported with uniform needs. X 1 families supported with residential trip equipment	Balance of this part of the fund not accessed by parents – redistribute fund to educational support.
Supporting positive experiences – young carers	Targeted support for most vulnerable children to extend enriching experiences	1.2% £1000	To increase wellbeing through respite for Young Carers To provide access to enriching experiences which otherwise may not be available to children	Impact: YCs have requested activity through the YCs Forum.	Not completed – fund to be redistributed to educational support – to be revised when restrictions are lifted.
Focus on Family/Social and emotional Extended provision	Breakfast club and After School Club	6% £4600	To improve attendance and punctuality for most vulnerable– positive transition into school To provide nutritious breakfasts To support for Young Carers	Impact: 7 pupils supported by BC and ASC provision. Attendance increase and reduction in Late arrivals to school. 4 YC pupils took up offer of Fox Club provision (offered to all YCs)	Redistributed to educational support. To be revised when restrictions are lifted.
Focus on Attendance	Senior Leadership Team (SLT) and Family Support Worker home visits	2.6% £2000	New starters to the school, EYFS pupils and complex cases including those with persistent absenteeism are supported through home visits and monitoring by SLT	Headteacher and Deputy home visits completed before new starters arrive. Ensured a smooth transition into new school/ parent and pupil expectations set	Unable to continue due to lockdown/ restrictions. Virtual home visits undertaken by Nursery and Reception teachers under supervision of EYFS Leader. New starter meetings with SLT via Teams
Focus on Learning in the curriculum Targeted support staff	Individual support for children with specific needs Transition support Small group Personal, Social Education (PSE) intervention	59.4% £46249	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.	TA support set in budget. Vulnerable pupils identified in class provision planning for targeted intervention. Sept '19 – present. Reception: 24 pupils receiving intervention in Sept.5 pupils remain with Wellcomm Nursery: 24 pupils receiving intervention in Sept.5 pupils remain with Wellcomm See Protective Behaviours intervention	Action: ensure children are ARE in Wellcomm by end of academic year 2020 – (X3 children identified as SEN). <i>Lockdown impacted on measuring outcomes for the end of the academic year.</i> Continue through recovery curriculum Sept 2020. Lockdown and social distancing guidelines impacted on this. Work accessed via TEAMS. Protected behaviours work continued for CIN

			<p>Conferencing to support learners and monitor progress against individual targets</p> <p>Teaching assistant time prior to lessons support learning through preteaching concepts and introduces vocabulary to increase participation in lessons.</p> <p>Most vulnerable pupils are supported with time to complete homework.</p> <p>Most vulnerable pupils are provided with resources at home to support pre-teaching and over-learning.</p>	<p>Impact: Aut '19 end PPG (non-SEN) data identified X5 pupils in writing and x2 pupils in maths for targeted intervention (as not making pos progress). Subject leaders to analyse impact of intervention at end of Summer term 2020.</p> <p>Intervention for identified PPG pupils implemented. See whole school data for impact.</p> <p>YC supported through homework club with Headteacher.</p> <p>PPG pupils have access to resources provided by school to support at home.</p>	<p>pupils throughout lockdown.</p> <p>Discontinued for some children due to lockdown and social distancing guidelines. Work accessed via TEAMS – differentiated.</p> <p>Aut 2020 – recovery curriculum in place</p> <p>All vulnerable pupils offered school places during lockdown period.</p> <p>30/70 disadvantaged pupils attended. Provision plans continued for targeted attending children throughout lockdown.</p> <p>All vulnerable pupils provided with work via TEAMS / or paper copies sent weekly.</p> <p>Story Time magazine subscription for all disadvantaged pupils sent directly into homes. All PPG families signed up to it providing children with weekly reading material and related learning tasks.</p>
<p>Focus on Social, Emotional and Mental Health (SEMH)</p> <p>Protective Behaviours</p>		<p>4.2%</p> <p>£3360</p>	<p>Pupil premium children have access to 'Protective Behaviours' counselling for individuals in all key stages.</p> <p>Access for pupils to receive low level therapeutic intervention.</p> <p>Whole school training for staff to further embed the nurturing ethos at school.</p>	<p>16 children supported through PBs from Sept 19 - present</p> <p>6/16 are PPG.</p> <p>Of 6 PPG pupils- 100% academic progress maintained in Reading and 86% in Writing and Maths last term.</p> <p>X1 pupil - referrals to further support through GP made</p> <p>Attachment and trauma training attended by SENCO November 2019.</p> <p>SENCO – CPD Jan 2020 – training delivered to school staff - attachment and trauma</p> <p>SENCo INSET / CPD – Steps training. Refreshers for staff yearly and training for new staff.</p>	<p>Majority of cases discontinued due to school closure. X 3 pupils received PBs during lockdown.</p> <p>These children have had a positive start to the term.</p> <p>16 pupils supported 19-20</p> <p>% making expected progress by Spring '20 end:</p> <p>R: 94% (15/16)</p> <p>W: 81% (13/16)</p> <p>M: 81% (13/16)</p> <p>First Aid Mental Health – level 2 completed by SENCo (Jan 20)</p> <p>Train the trainer refresher – SENCO and assistant head – Completed.</p> <p>Virtual STEPS refresher delivered March 2020.</p>

					<p>SENCo and Assistant Head to deliver parent steps training: Summer 2020 – cancelled due to lockdown. To be rescheduled.</p> <p>Trauma training to be delivered Aut 2020 – TAs.</p>
<p>Focus on SEMH</p> <p>Counselling</p> <p>Clinical Supervision</p>	<p>Individual provision for most vulnerable pupils</p>	<p>6.8%</p> <p>£5362</p> <p>Revised Feb</p> <p>£6362</p>	<p>Development of strategies to manage emotional aspects of their life impacting on their readiness to learn.</p>	<p>4 children supported through Counselling from Sept '19 – Jul 2020</p> <p>X 2 sig pupils (SEMH -SEN)</p> <p>X 2 pupils (non SEN)- RWM positive progress last term.</p>	<p>Counselling continued via Teams / activities during lockdown for X 3 pupils.</p> <p>These children have had a positive start to the term.</p> <p>Impact – progress data to Spring end '20</p> <p>X 1 pupil EHCP</p> <p>R: 100% expected prog</p> <p>W: 100% expected prog</p> <p>M: 0% expected prog</p> <p>X 2 pupils – counselling restarted due to illness.</p> <p>X1 pupil – no progress R, W, M – EHCP secured</p>
<p>Focus on SEMH</p> <p>Specialist Play Therapist</p>	<p>Targeted support for most vulnerable children</p>	<p>7.6%</p> <p>£5895</p> <p>Revised Feb</p> <p>£6895</p>	<p>Targeted therapy for the most vulnerable children in the school where emotional difficulties act as a significant barrier to learning.</p>	<p>8 pupils supported through Play Therapy from Sept 19 – present:</p> <p>Impact - Current</p> <ul style="list-style-type: none"> - X 1 pupil is subject to CIN plan - X 1 pupil historical CIN plan - X 1 pupil under CIN plan - X 1 sig medical difficulty under Great Ormond Street Hospital (GOSH) - X 1 pupil subject to current FFA <p>Pupils completing therapy between Sept '19 and Feb '20</p> <ul style="list-style-type: none"> - X 1 pupil SGO - positive progress RWM - X 1 pupil – moved school - X 1 pupil currently educated at WelHat HUB 	<p>Not maintained due to lockdown in March 2020.</p> <p>Therapy to continue in September 2020.</p> <p>These children have had a positive start to the term</p> <p>EYFS: 100% better than exp progress</p> <p>KS1 & 2:</p> <p>R: 75% expected progress (3/4)</p> <p>W: 100% expected progress (4/4)</p> <p>M: 75% expected progress (3/4)</p>

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
Great Expectations Vol 1 & 2