

Pupil Premium Grant 2020 –2021 – July Review

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 vulnerable pupils’ attainment. We have high aspirations and ambitions for all of our children, and we believe that no child should be left behind. **16% of pupils are eligible for the Pupil Premium/EY Premium/Pupil Premium Plus grant.**

A therapeutic approach to behaviour 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

	2020/21
Amount of Pupil Premium Funding (PPF) per pupil	£1,320
Amount of PP+F for CLA / Adopted from care	£2,300
Amount of Early Years Pupil Premium Funding (EYF) per child	111.30
Amount of Pupil Premium Grant	£90,087.80
<p>Aims: To close the gap between disadvantaged and other pupils in attainment in reading, writing, mathematics. To provide therapeutic, emotional health and wellbeing interventions. To improve parental engagement To close gaps in cultural capital (giving children the best possible start to their early education and the essential knowledge that children need to prepare them for their future success).</p>	
<p>Monitoring of impact: Termly Pupil Progress & attainment meetings, termly assessment and data analysis– report to Governors, midyear governor monitoring, Termly Family Support Worker Reports, Regular review of attendance, Book Scrutinies, SLT updates on Progress, Behaviour logs tracked fortnightly, Case Studies to show impact.</p>	

Provision	Description	% PPF	Intention
Focus on Family/Social and emotional	Family Support Worker	11.4%	No gap in attendance for disadvantaged pupils and the national average. Persistent absenteeism is eradicated.
			Professionals have a co-ordinated approach to support the most vulnerable families.
	Extended school support		The Family Support Worker support for 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- thereby reducing the risk and impact of hardship
	Family workshops		The Family Support worker coordinates with other professionals in the school to identify Young Carers, support their applications and identifying suitable activities outside of school.
	Family Learning		Family support worker to increase parental engagement of children in Early Years in order to improve outcomes
	Family support		Family support worker to work as an advocate for parents who are vulnerable or have vulnerable children
			The Family Support Worker to support vulnerable families beyond term times. Families are supported beyond term times. The Family Support Worker to support families with the Families First Assessment.
			Family support worker to signpost courses for parents to help them support their children with learning. Parents have quick and effective signposting to relevant agencies.

			<p>The Family Support Worker to work in conjunction with other members of the school staff to promote healthy lifestyles. Children have no financial barriers to having appropriate uniforms, shoes and coats, Parent workshops (run remotely) address common themes to support parental engagement in learning. As a result, all children receive support with their learning and progress is increased.</p> <p>Boundaries are in place at home resulting in an improved readiness to learn.</p>																
End of year review (July 2021)			<p>Attendance for disadvantaged children is in line with the National average. (96%) Signposting to relevant agencies has continued through the year including during lockdowns and school holidays. Parents have continued to attend parenting courses online throughout the lockdowns. Financial support has been provided through for example: wrap around care, additional Nursery provision (including meals).</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</p> <p>Personal, Social Education (PSE) intervention</p>	71 %	<p>The gap in attainment in reading, writing and mathematics is closed between disadvantaged children and national other (non-disadvantaged children).</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 (as appropriate). As a result, all children make at least good Speech and Language progress.</p> <p>Targeted intervention to support children with specific learning needs and social and emotional needs results in no gaps between disadvantaged children and national other (non-disadvantaged children).</p> <p>Conferencing to support learners and monitor progress against individual targets results in no gap between disadvantaged children and national other (non-disadvantaged children).</p> <p>Teaching assistant time prior to lessons support learning through pre-teaching concepts and introduces vocabulary to increase participation in lessons resulting in no gaps between disadvantaged children and national other (non-disadvantaged children).</p> <p>Most vulnerable pupils are supported with time to complete homework resulting in increased progress.</p> <p>Most vulnerable pupils are provided with resources at home to support pre-teaching, over-learning, homework and potentially, home learning in the event of self-isolation/lockdown.</p> <p>Disadvantaged children access a broad, balanced and enriched curriculum resulting in increased cultural capital and improved outcomes.</p>																
Spring review:		66.7 %	<p>4.3% reduction. 71% of PPG pupils with SEND are in school during lockdown, therefore fund dedicated to TA support for PPG / SEND cross over (in term of intervention) can move to SEMH-mental health support for Counselling and Play Therapy to support the most vulnerable who are attending school.</p>																
End of year review (July 2021)			<p>All disadvantaged children had access to laptop and internet provision throughout lockdowns and periods of self-isolation).</p> <table border="1"> <thead> <tr> <th colspan="2">Disadvantaged Progress</th> <th colspan="2">Other Progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>84%</td> <td>Reading</td> <td>85%</td> </tr> <tr> <td>Writing</td> <td>71%</td> <td>Writing</td> <td>74%</td> </tr> <tr> <td>Maths</td> <td>77%</td> <td>Maths</td> <td>78%</td> </tr> </tbody> </table>	Disadvantaged Progress		Other Progress		Reading	84%	Reading	85%	Writing	71%	Writing	74%	Maths	77%	Maths	78%
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<p>Focus on Social, Emotional and Mental Health (SEMH)</p> <p>Protective Behaviours</p>		2.8 %	<p>Pupil premium children have access to 'Protective Behaviours' counselling for individuals resulting in mental health needs being met and learning attended to.</p> <p>Whole school training for new staff and revisiting of nurture training to continue strong ethos across the school.</p> <p>Level 1 protective behaviours strategies in place for all children resulting in pupil resilience and wellbeing.</p> <p>Disadvantaged children to access extra-curricular opportunities resulting in healthy lifestyles knowledge and high self-esteem.</p>																

Focus on SEMH Counselling Clinical Supervision	Individual provision for most vulnerable pupils	7.6 %	Development of strategies to manage emotional aspects of their life impacting on their readiness to learn. Clinical supervision for Designated Senior Leads and staff providing Protective Behaviours work resulting in a safe space for solution-focused professional discussion meeting the needs of individual cases.
Spring review: Focus on SEMH Counselling Clinical Supervision		10.1 %	2.5% increase Increase in pupils requiring MH support. Increased Counselling sessions. Focus on clinical supervision to provide mental health support to school staff.
End of year review (July 2021)		Progress measures for children accessing protective behaviours and SEMH therapy.	
		Reading	Writing
		Mathematics	
% Good progress		83%	83%
% better than good progress		25%	25%
Focus on SEMH Specialist Play Therapist	Targeted support for most vulnerable children	7.2 %	Intended impact at least good progress.
Spring review: Focus on SEMH Specialist Play Therapist		9%	1.8% increase Increase in pupils requiring MH support. Increased Counselling sessions.
End of year review (July 2021)		Progress measures for children accessing protective specialist play therapy see above	

Signed: Mrs GD Seymour (Headteacher)

G Seymour

Signed: Mrs J Noakes (Chair of Governors)

J Noakes