

The Commonweal School - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Commonweal School
Number of pupils in school	1103
Proportion (%) of pupil premium eligible pupils	230 20.85%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2020/2021; 2021/2022; 2022/2023
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	C Drew
Pupil premium lead	A Merk
Link governor	E Ford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,937.50
Recovery premium funding allocation this academic year	Approx £33,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£18,854
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£254,791.50

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive school, our intention at Commonweal is to enrich the lives of all our students, no matter their background or prior attainment. We aim to both raise achievement of all our learners, as well as ensuring that we close the gap between our student groups. It is therefore our aim to ensure most of their needs are increasingly met through high-quality universal provision. Our Pupil Premium Plan aims to address the barriers our students face and through rigorous tracking, careful planning and targeted support and intervention we strive to achieve success with these students.

Our Strategy aims include:

- *Investing in training and development on 'Quality first teaching'*
- *Using our Student Support team to ensure attendance for PP is in line with the national average*
- *Support parents and students by providing resources for disadvantaged learners*
- *Focus on the teaching and learning of disadvantaged boys and put strategies in place to promote progress and engagement*
- *Ensure that PP students are represented in enrichment activities*
- *Developing understanding of attachment needs among staff and putting appropriate provision in place*
- *Provide students with the Cultural Capital that requires them to be successful in modern Britain*
- *Provide recovery programmes for students whose education has been worst affected, including non- disadvantaged students - National Tutoring Programme*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Negative impact of progress caused by poor behaviour and disruption to learning
2	Insufficient progress for key cohorts: Disadvantaged White British boys and Disadvantaged SEND
3	Poor levels of literacy and numeracy
4	Poor attendance levels, including high rates of exclusion

5	High levels of Social, Emotional and Mental Health difficulties. This has increased during partial lockdowns.
6	Lacking Cultural Capital and low aspirations for future destinations.
7	Inadequate home learning environment which impacted learning during partial lockdowns.
8	Poor meta-cognition/self-regulation skills when faced with challenging tasks.
9	Education and wellbeing of many of our disadvantaged students has been impacted by school closures to a greater extent than for other students. This has resulted in greater knowledge gaps.

**It is important to note that it should not be assumed that all students eligible for pupil premium funding will need some or all this support. It will be likely that there are students who are making excellent progress already and will need minimal if any support as a result. Each student has individual needs and therefore may be supported by initiatives targeting any combination of the three areas of focus. **

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve the progress of disadvantaged students through quality first teaching and learning.	<p>The quality assurance of lessons involving disadvantaged students will show a good standard of teaching and learning.</p> <p>High expectations and aspirations of disadvantaged students will result in progress throughout the year.</p> <p>A highly effective curriculum will drive progress in disadvantaged students ensuring they develop the core knowledge and skills they need to be successful.</p>

	<p>PP students to achieve, or exceed, 4+ basics, in line with national average for all students.</p> <p>PP students to achieve, or exceed, P8 averages, in line with national averages for all students.</p> <p>PP students to achieve, or exceed, ATT8 averages, in line with national averages for all students.</p>
Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions	<p>Effective data analysis based on assessments will result in interventions being allocated to those disadvantaged students that need it the most.</p> <p>Intervention sessions will be quality assured, and progress tracked.</p> <p>Behaviour and attendance data will also be tracked, to ensure interventions are put in place, so students are not missing high-quality teaching and learning.</p>
Improvements in the literacy levels of students:	<p>To support the development of language and raise reading levels for all students so they are at least in line with their chronological age.</p> <p>To measure all literacy levels on entry in Year 7.</p> <p>To supplement the Corrective Reading programme and spelling by Morphographs for students with reading and spelling ages below their chronological age.</p> <p>To embed 'Everybody Reads' across years 7-11</p>
Ensure all PP students have a wide range of enrichment activities available to them to support progress and enrich their education.	<p>Enrichment activities will result in better student wellbeing as well as developing cultural literacy across all subjects.</p> <p>Increased opportunities disadvantaged students will have to visit higher education establishments should result in a greater uptake to KS5 and increase the number of students going to university.</p>
Improve student behaviour for learning and engagement in lessons in order to impact positively	<p>PP students to achieve, or exceed, 4+ basics, in line with national average for all students.</p>

<p>on progress and improve the proportion of students achieving 4+ / 5+ in English and Maths.</p>	<p>Reduce the number of behaviour incidents logged for PP students and bring in line with average for all students.</p> <p>Improved parental engagement evidence Increased engagement is evident in classroom observations, access to the curriculum and progress.</p>
<p>To ensure all PP students attendance is in line with the National Average</p>	<p>PA rate for PP will be in line, or lower than national averages.</p> <p>PP students will achieve, or exceed, attendance percentages in line with national averages.</p> <p>Increased parental engagement demonstrated through home visits</p> <p>Attendance concerns tracked consistently through House meetings/Team Around the Child meetings</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 154,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the progress of disadvantaged students through Quality First Teaching and ongoing CPD</p>	<p>EEF toolkit has shown that high expectations/high quality teaching can have a significant impact on PP student progress.</p> <p>TEEP training for all staff</p> <p>Teach Like a Champion</p> <p>Control the Game</p> <p>Mastery learning – evidence indicates that mastery learning can deliver approximately 5+ months progress on average (EEF 2020)</p> <p>Supporting the Attainment of Disadvantaged Pupils (DfE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	<p>2,7</p>
<p>Use blended learning to support gaps caused by Covid 19 lockdowns</p>	<p>Digital technology can add up to +4 months progress (EEF, 2020)</p>	<p>2</p>
<p>High expectations and aspirations of disadvantaged students will result in progress throughout the year.</p>	<p>Staff use the seating plans effectively so that they focus on PP pupils in each lesson.</p> <p>Other contextual data including reading ages and behaviour statistics which can be used to inform teaching strategies and improve teaching and learning for disadvantaged students.</p>	<p>2</p>

	Rigorous monitoring and tracking of student progress through faculties and SMT link.	
The quality assurance of lessons involving disadvantaged students will show a good standard of teaching and learning.	SISRA observe/walkabouts Quality assurance of lessons, curriculum plans, assessments and through faculty line management.	2
Improve the use of reading and literacy across the whole school through Everybody Reads	EEF toolkit has shown an improvement in reading and literacy skills can have a significant impact on progress.	3
The development of a curriculum that challenges all students	A knowledge rich curriculum that also develops skills with result in the progress of disadvantaged students.	1,2,3
Ensure there is a constant cycle of assessment, feedback and improvement for disadvantaged pupils and that this is planned for in lessons.	EEF toolkit has shown that the effective use of feedback can result in +8 months progress in a year for disadvantaged pupils.	2
Boys progress to be in line with national averages	Boys Don't Try – long-term strategies to help boys achieve greater academic success.	1, 2, 4, 5, 6

Targeted academic support

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic mentor to support key students (Progress and Aspiration)	Evidence indicates that one to one tuition/small group intervention can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	3
Academic Intervention and tuition	Evidence indicates that one to one tuition/small group intervention can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	2,3
Lucid Exact testing to track student literacy gaps and progress and direct to targeted and evidence-based interventions	EEF toolkit indicates improvement in reading and literacy skills can have a significant impact on PP progress. Corrective Reading Programmes will enable us to diminish differences in reading ages of PP students.	3
Dedicated teaching assistant to deliver targeted intervention, using data from Lucid Exact	EEF toolkit has shown that small group tuition can greatly accelerate the progress of disadvantaged students. EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality interventions and appropriate assessment tool to match students to relevant interventions.	3
Everybody Reads	Reading for pleasure has social benefits and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them	3

	an insight into the world view of others (The Reading Agency 2015).	
Books and revision guides provided to students are part of year 11 strategy.	To facilitate independent study and engage parental support. EEF suggest +8 months progress for meta-cognition and self-regulation.	2,3
Increased self-esteem, resilience and ambition for the future	The PP review identified that much of the work of the school focuses rightly on strengthening pupils' self-confidence and raising their aspirations. School evaluations show that pupils who have previously not considered university do so following visits. Many of our disadvantaged pupils lack the opportunities of their non-disadvantaged peers and exposure to the wider world has a positive impact on their aspirations and self-esteem.	5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,541.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Effective use of homework to improve independent learning of disadvantaged students</p> <ul style="list-style-type: none"> • Edulink: increasing student engagement and parental engagement in learning/ • Knowledge 	EEF toolkit indicates that metacognition and self-regulation to have an impact of +8 months on progress	1,2

organiser and quizzes based around retrieval practice strategies		
Ensure all identified PP students with poor attendance have access to key staff including the school EWO, HOH and DHOH	<p>The attendance of PP students is monitored, and intervention is put in place as required.</p> <p>Many PP students have social and emotional barriers to learning which impacts attendance.</p>	4
Improve family home school support and relationships by supporting potential attendance barriers such as uniform and hardship	<p>Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage hard to reach.</p> <p>Key staff to arrange appointments for all parent events.</p> <p>EEF Toolkit Parental Engagement suggest 3+months progress.</p>	4
Use Student support team to positively reinforce attitude to learning through specific interventions such as ELSA & Raise the Bar	EEF toolkit +3 months for behaviour interventions and this will also benefit all students in the classroom due to a purposeful learning environment.	5
Ensure PP students take part in enrichment activities	<p>Evidence shows that enrichment activities will result in better student wellbeing as well as developing cultural literacy.</p> <p>The increased opportunities disadvantaged students will have to visit higher education establishments should result in a greater uptake to KS5 and increase the number of students going to university.</p>	6
Mental Health First Aiders introduced to deal with	The current statistics around mental health show that 1 in 4 people in the UK will	5

the aftereffects of Covid 19.	experience a mental health problem each year (mind.org). The last morbidity survey for children completed in 2004, found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their mental health worse.	
Use PASS from GL assessment to review student happiness and mental health.	To be able to respond quickly to the needs of students.	5
Offer consistency through whole school behaviour policy.	EFF Supporting Behaviour in Schools Guidance Creates a purposeful learning environment for all students. Clear expectations and boundaries for all students.	1,5
Offer bespoke SEMH interventions to students.	Increased evidence of Social Emotional Mental Health problems in young people especially following the Pandemic. EEF Toolkit Social and Emotional learning +4 months	5
Whole school training will ensure staff can best support attainment, development and emotional wellbeing of all Pupil Premium children.	Whole staff CPD focusing on mental health and wellbeing to support children's learning: Attachment training, Adverse Childhood Experience and Early Trauma, Complex Trauma, Academic Resilience and a focus on themes in safeguarding.	1,5
Duke of Edinburgh's Award	Nationally accepted and evidence cultural and social mobility development activity	6

	Externally assessed and awarded commendations. EFF Toolkit - +4 months for outdoor adventure learning.	
--	---	--

Total budgeted cost: £ £254,791.50

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Review: 2020-21 Outcomes/Spend

Aim	Outcome
Improve literacy levels so that students are able to access the curriculum	PP students despite Covid – 19 made progress with their reading skills. PP students on average made 10 months progress.
GCSE English Intervention/ Tuition	75% of PP students received a grade 4+ in English 55% of PP student received a grade 5+ in English 62% of PP students received a grade 4+ in English and Maths 22% of PP students received a grade 5+ in English & Maths
GCSE Maths Intervention/ Tuition	67% of PP students received a grade 4+ in Maths 31 % of PP student received a grade 5+ in Maths 62% of PP students received a grade 4+ in English and Maths 22% of PP students received a grade 5+ in English & Maths

Reduce the barriers to attendance and learning by providing access to school uniform	Students have been able to attend school in correct uniform which increases self-esteem, confidence and prepares students for learning.
Reduce the barriers to attendance and learning by providing access to books equipment and ingredients	Students access practical subject who couldn't otherwise. Student have access to subject resources such as textbooks/revision guides etc.
Year 11 Catch Up	<p>Progress 8 Measure</p> <p>Year 11 +0.18 (+0.32)</p> <p>Boys (121) -0.04 (-0.10)</p> <p>Girls (121) +0.38 (+0.73)</p> <p>Disadvantaged – 55 PP students -0.03 (-0.19)</p>
Provide meaningful support to student with SEMH needs - Vulnerable Interventions Support	Most students rate their happiness more highly after involvement. A graduated response is used for those who require a more targeted intervention such as TaMHS. In most cases, improved engagement and attendance of students.
Provide attendance support through the school's Educational Welfare Support officer	<p>In most cases, improved engagement and attendance of students.</p> <p>Whole school attendance for 2020 - 21 was 94.7% (not including Covid – 19 related absences)</p> <p>Whole school attendance for 2020 - 21 was 92.1% (including Covid – 19 related absences)</p>
Year 6 into 7 Transition Work	<p>Students are correctly identified and supported through the transition process and profiles of need are communicated to key members of staff. Appropriate courses and post-16 provisions are recommended for vulnerable learners as part of the Transition protocol.</p> <p>Destination data is used to assess effectiveness.</p> <p>Number of students staying at sixth form has increased.</p>

Information, Advice and Guidance	<p>Appropriate courses and post-16 provisions are recommended for vulnerable learners as part of the Transition protocol.</p> <p>Destination data is used to assess effectiveness.</p> <p>Number of students staying at sixth form has increased.</p> <p>100% of all PP students had a careers meeting.</p> <p>Additional sessions on careers advice provided year-round.</p>
Educational Psychologist support	Identified students' needs are identified through targeted assessments. Strategies are identified and implemented to support learning.
Targeted Mental Health support	Rapid and targeted support for identified students at risk of underachievement due to SEMH circumstances.
Internal testing/LUCID	Needs are identified, staff are made aware of the needs and Wave 1 & Wave 2 strategies/interventions are implemented to help students to access learning. This testing also informs Access Arrangements.
ICT	All students were able to access computers for homework, coursework, revision purposes and online learning.

Pupil Premium Spend 2020-22

English & Maths Interventions	£ 8,137
Behaviour for Learning	£18,784
The Bridge	£54,208
Education Welfare Officer/Pastoral Support Officer	£22,180

Educational Psychologist	£6,792
TaMHS	£5,550
Literacy Intervention	£17,793
Year 6 Transition	£2,796
Careers	£18,175
SEMH Support	£13,241
Vulnerable Interventions Support	£34,673
Internal Testing	£12,843
Off-site Provision – Riverside	£2,811
Off-site Provision - Oakfield	£7,811
Educational Visits	£21
Music Lessons	£1,124
Uniforms	£843
Books & Equipment	£1,942
ICT	£2,290
Transport	£423
Offsite Interventions (SEMH)	£3,795
Ingredients	£1,500
Other costs	£303
Total Expenditure	£238,035
Pupil Premium funding to carry forward:	£18,854

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Hegarty Maths	Hegarty Maths
White Rose Maths	White Rose Math
EAL Programme	Online Headway Programme
Languagenut	www.languagenut.com