



Pupil Premium & Year 7 Catch up Intended Spend

2018-19 (Academic Year)

The achievement of pupil premium students is a major school priority. Research from the Sutton Trust and others shows that outstanding teaching and learning are the key factors affecting the outcomes of all students, and pupil premium students in particular.

During 2018-19 Pupil Premium funds are being used to improve student achievement either directly or by increasing student engagement in education. We aim to use funds in ways that are in line with best practice, as identified by Sutton Trust and others.

For this reason the following developments will continue/will be a focus for 2018-19:

- TEEP Teacher Effectiveness Enhancement Programme
- Graduated Response Plan has been implemented to monitor student progress across KS3 & KS4
- Marking; assessment and feedback have been improved.
- Staff training has focussed on: effective use of feedback; improving independent learning; strategies for supporting students and sharing insights.
- A toolbox of strategies has been developed to support teaching and learning.
- There has been a programme of sharing best practice across the school.
- Collaboration with other schools in the area has enabled broader sharing of best practice.
- Pupil premium students have been more closely tracked, facilitating swift intervention.
- Seating plans indicating vulnerable groups of students are in place and shared with teaching assistants who are supporting in lessons.
- Teaching assistants are more aware of vulnerable groups across the school and support accordingly.
- Pupil premium profiles of need are being implemented as required.
- Closer support has been provided to pupil premium students during exams.
- Continued CPD with Marc Rowland to ensure the school is up-to-date on best practice for disadvantaged students.
- Monitoring & evaluation of interventions used across the school to ensure progress is being measured accordingly and the interventions used provide good value for money.

Our robust graduated response of interventions includes: 1 to 1 tuition in maths and English; group tuition in maths and English; Corrective Reading; Year 11 mentoring; Spelling by Morphographs and a range of interventions which help to support SEMH needs.

Pupil premium funds are also being used to support programmes that aim to improve student engagement in education. They include: primary liaison work; careers advice and guidance; vulnerable intervention support; parental support and the Villiers Park programme. By raising aspirations and engagement, these programmes allow students to improve their learning.

Quality First Teaching & Intervention

The Commonweal School recognizes the importance and individuality of every student, and we understand that some students require additional provision to ensure an inclusive and equal learning experience for all. At The Commonweal School, we ensure that all staff are highly trained and have access to an ongoing and effective CPD programme.

The Commonweal School is mindful that the key to success for all students is ensuring that all day-to-day teaching is tailored to the needs of each learner. Our staff are committed to 'The Commonweal Toolbox for Learning' which includes successful Wave 1 tips for working with vulnerable/Pupil Premium students.

As a school we track students termly and reasonable adjustments such as a support and interventions are made in a timely fashion. The use of ongoing assessments and 'The Green Pen of Power (GPOP)' allow teachers, students and peers to provide effective feedback so each student is mindful about how they can make progress.

During the academic year 2017-2018, the Graduated Response Plan (GRP) was a school priority to improve outcomes of our underachieving students. The GRP model tracks KS3 & KS4 students. This process will continue for 2018-19.

The Teacher Effectiveness Enhancement Programme (TEEP) continues to be a whole school focus for 2018-19. TEEP is an effective whole staff continuing professional development programme which will supports teaching and learning.

Pupil Premium Intended Spend 2018-19

School Data

- Number of students and PPG received 2018-19:
- Total students on roll (11-18): **1421**
- Total number of students eligible for PPG: **305**
- Total PPG received £ **222,530 + 31, 586 (roll over from 2017-18) = £254,116**

Summary of Pupil Premium (PP) students on roll 2018/2019

Pupil Premium data							
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Female	27	25	35	25	22	6	4
Male	27	36	33	31	31	3	0
Total	54	61	68	56	53	9	4

SEN report - Pupil Premium Students on roll 2018/2019

Year group	No. PP students	No. Of SEN & PP	EHCP & PP	SEN Support & PP
7	54	11	3	8
8	61	14	6	8
9	68	17	8	9
10	56	13	5	8
11	53	14	7	7
Sixth Form	13	2	2	0
Total	305	71	31	40

Staffing/Provision	Cost (£)
1:1 Interventions	£58,415
Educational Welfare Officer (EWO)	£11,134
Parent Support Advisor (PSA)	£7,050
Vulnerable Interventions Person (VIP)	£31,329
Corrective Reading	£16,683
Year 6 Transitions/Primary Liaison HLTA/SEMH Project	£22,485
Information, Advice & Guidance	£27,721
Educational Psychologist (EP)	£5,130

Targeted Mental Health (TaMHS)	£5,025
Internal Testing	£16,207
Alternative Provision - Oakfield	£6,000
SEMH Interventions	£2,500
Villiers Park	£3,930
Educational Trips & Visits	£8,000
Music Lessons	£3,000
Uniform	£1,000
Books/equipment	£1,600
Ingredients/textiles	£3,000
ICT	£400
Transport	£300
Work Experience	£1,000
Other	£500
Total Expenditure	£ 254,116

Pupil Premium & Year 7 Catch Up Funding Report 2017-2018

School Data

- Number of students and PPG received 2017-18:
- Total students on roll (11-18): **1421**
- Total number of students eligible for PPG: **314**
- Total number of PPG received: **£299,075**

Numbers of students and Pupil Premium Grant received (2017 -2018):

Summary of Pupil Premium (PP) students on roll 2017/2018

Pupil Premium data							
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Female	27	38	24	23	22	10	2
Male	37	35	35	31	24	3	3
Total	64	73	59	54	46	13	5

SEN report - Pupil Premium Students on roll 2017/2018

Year group	No. PP students	No. Of SEN & PP	EHCP & PP	SEN Support & PP
7	64	14	6	8
8	73	17	8	9
9	59	13	5	8
10	54	14	7	7
11	46	11	4	7
Sixth Form	18	1	0	1
Total	314	70	30	40

Impact of Pupil Premium funding 2017-18

The strategies to support PP pupils are chosen for their effectiveness based on cost and outcomes. Many of the strategies used have been successful in previous years. An evaluation of the effectiveness of each intervention is reviewed at the end of each academic year.

Our **£229,075** of Pupil Premium funding in 2017 / 18 was used to support these interventions:

Intervention/ Area of Need	Cost	Approx. No. of students	Outcome	Impact
Corrective Reading	£15,921	11 PP Students received Corrective Reading	To improve functional reading ability	PP students have shown an average of 18 months improvement with their reading age

GCSE English Intervention/ Tuition	Proportion of £57,836 interventions budget to cover the various Key Stage 3 and Key Stage 4 tuition programmes.	Approx. 20	To improve GCSE English and English Language results	<u>English</u> – Very similar progress made between PP and Non PP groups in English the gap between the two groups (when compared against FFTD) is just 0.1 English Language & 0.2 English Literature.
GCSE Maths Intervention/ Tuition	Proportion of £57,836 interventions budget to cover the various Key Stage 3 and Key Stage 4 tuition programmes.	Approx. 20 in the autumn and 100 in the spring	To prepare students for their GCSE maths exams	<u>Maths</u> – Very similar progress made between PP and Non PP groups in Maths the gap between the two groups (when compared against FFTD) is just 0.2

Spelling by Morphographs	Proportion of £15,921	Approx 15	To provide targeted spelling support to lower attainers in Key Stage 3	In the first year of implementing Morphographs progress amongst students is varied. Overall students did not make as much progress as anticipated. This is being investigated as Morphographs is a highly rated intervention among SEND professionals. The impact of this intervention will once again be evaluated at the end of July to gauge if there is value in carrying on with Morphographs,
Villiers Park	£3,850	Approx. 15	To raise aspirations of Gifted KS4 PP students and provide them with a support network to reach top universities	All students achieved KS4 good KS4 results and achieved KS5 places on suitable courses.
Educational Visits	£7,503	43 Students	To enable PP students to access school trips	Students have access to and visits which are in support of the curriculum. These opportunities encourage engagement with learning and enjoyment with the educational experience.

Music Lessons	£2,707	13 students	To provide specialist music tuition for all	Uptake of instrumental lessons is very high. Thirteen PP students accessed music tuition for 2017-18.
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Uniforms	£730	8 students	To provide uniforms for students who are experiencing serious financial hardships	Students have been able to attend school in correct uniform which increases self-esteem, confidence and prepares students for learning.
Books /Equipment Ingredients/ textiles	£1,403	80 students (Books) 13 students (practical resources)	To provide resources needed for 'Social Club' and practical subjects (eg. GCSE catering)	Students access practical subject who couldn't otherwise. Student have access to subject resources such as textbooks/revision guides etc.
Social Club	Proportion of £21,126	Approx 10 students	To provide additional support during unstructured times of the day.	'Social Club' was very well attended in Terms 1-3 (2017-18). By terms 4, 5 and 6 students found alternative social outlets and were comfortable with the transitions process.
Year 11 Mentoring	No Cost	Approx 65	To provide guidance and help motivate, organize and encourage students as they prepare for their GCSEs	Many students are positive about the support they receive, as are parents. The impact on attainment is very clear in a large minority of students.
Vulnerable Interventions Support	£30,123	100+	To support and improve students social, emotional and mental health needs	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.
Educational Welfare Support	£10,222	Approx. 50	To improve the attendance of low attenders	In most cases, improved engagement and attendance of students.

				Whole school attendance for 2017-18 was 94.9%.
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Parental Support Advisor	£7050	25 approx.	To support parents/carers who are experiencing challenges with parenting	In many cases a positive impact on engagement with school is shown.
Year 6 into 7 Transition Work	Proportion of £21,126	20+	To identify vulnerable learners who may require additional support as part of the transition process	Students are correctly identified and supported through the transition process and profiles of need are communicated to key members of staff.
Information, Advice and Guidance	£15,735	KS4 Students TBC Identified KS3 student TBC	To provide 1to1, independent IAG to all Key Stage 4 and some Key Stage 5 & 3 students	Appropriate courses and post-16 provisions are recommended for vulnerable learners as part of the Transition protocol. Destination data is used to assess effectiveness. Number of students staying at sixth form has increased.
Educational Psychologist	£4,890	10 students	To support the school to understand the thinking skills of individual students with particular needs and to identify strategies to support those students.	Identified students' needs are identified through targeted assessments. Strategies are identified and implemented to support learning
Targeted Mental Health	£4,635	15+	To support students with SEMH needs which act as barriers to learning.	Rapid and targeted support for identified students at risk of underachievement due to SEMH circumstances.

Off-Site Provision (Oakfield)	£5,406	3 places	To provide a more accessible learning environment for students with significant SEMH and learning needs	All students achieved outcomes above those they were on track for before moving to Oakfield. All are in suitable post-16 destinations.
Internal testing	£19,904	50+	To identify needs/gaps for individual students who are struggling to access learning	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	£320	5 students	To support students who do not have access to computers at home	All students were able to access computers for homework, coursework and revision purposes.
Transport	£218	3 students	To provide transport which permits students to attend off-site interventions and/or an alternative curriculum	Many students are very positive about the support they receive through such interventions/alternative curriculum packages. Without this support students would not be able to access offsite provisions that are better suited to their needs.
SEMH – Transition Project	Proportion of £19,904	10 students	To support students with SEMH needs which act as barriers to learning.	Rapid and targeted support for identified Students at risk of underachievement due to SEMH circumstances. Improved confidence and self-esteem was noted by staff. Student voice reports – ‘soft data’

Work Experience Uplands	£1,120	4 students termly	To support low ability SEND students with life skills – preparing for adulthood agenda	Targeted support for identified low ability SEND students to develop their life skills – SEND Preparing for Adulthood agenda
Other Eg. Summer School/SEMH Project	£260	2 – Summer School	To support students with the transition process into Secondary School	Students attended Summer School and were part of a transition package offered to vulnerable Y6 students