



Diocese of Chelmsford Vine Schools Trust

# The Diocese of Chelmsford

## Vine Schools Trust

### Pupil Premium Policy

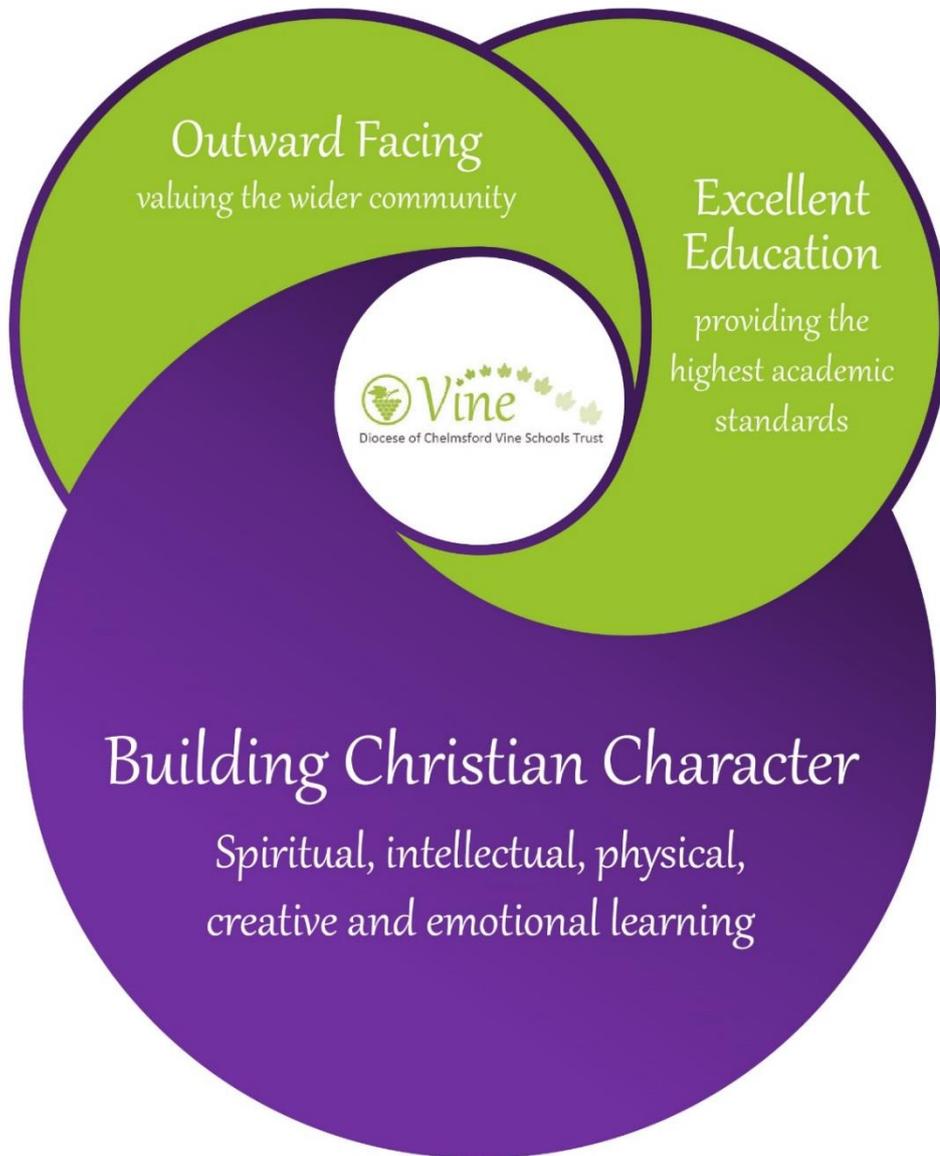


<b>The Diocese of Chelmsford Vine Schools Trust</b>	
Approved by:	The Diocese of Chelmsford Vine Schools Trust
Signature:	
Date:	

<b>Great Clacton C of E Junior School</b>	
Approved by:	Local Governing Body/Local Board
Signed (Chair of Local Governing Body/Local Board)	
Date:	

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# Our Vision and Values



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## 1. Introduction

- 1.1 The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority, adopted and children of armed service personnel.
- 1.2 The intended effect of this funding is to accelerate progress and raise attainment of these groups.
- 1.3 The Vine policy aims for individual academies to:-
  - 1.3.1 Identify the funding received through the Pupil Premium in the development and budget plan.
  - 1.3.2 Inform the Trust Board by reporting to the Local Governing Body through termly reports of the Pupil Premium allocation, the proposed plans for and the impact of spending.
  - 1.3.3 Publish information on the Pupil Premium allocation and spending on the academy website. (see Appendix A)
  - 1.3.4 Ensure that where there are pupils eligible for Pupil Premium who are not falling behind their peers, curriculum enrichment activities are used to raise aspirations beyond age related expectations. (These pupils must be clearly identified on the academy's tracking system so that evidence of their performance is clear).
  - 1.3.5 Closely analyse performance data in order to identify gaps in attainment and to determine the focus areas for additional support to all pupils, including those entitled to benefit from the Pupil Premium.
  - 1.3.6 Evaluate and monitor Pupil Premium spending to measure impact and spend it in ways shown to be most effective (with reference to the Sutton Trust-EEF Teaching and Learning Toolkit which summarises the evidence for different approaches to raising attainment).

## 2. Priorities

- 2.1 The key priority is to maximise achievement for Pupil Premium children by:-
  - 2.1.1 improving attainment
  - 2.1.2 reducing gaps
  - 2.1.3 accelerating progress
  - 2.1.4 improving attendance
  - 2.1.5 developing learning skills and personal qualities
  - 2.1.6 extending opportunities
  - 2.1.7 improving engagement with families

## 3. Provision

- 3.1 This will be achieved through:- (individual academies to edit)
  - 3.1.1 Early intervention – identifying children vulnerable to underachievement on entry to the academy.
  - 3.1.2 A whole school ethos of “Everyone is Accountable”.
  - 3.1.3 “Quality First” teaching.
  - 3.1.4 1:1 tuition in Reading, Writing and Mathematics.
  - 3.1.5 Small group interventions/catch-up
  - 3.1.6 1:1 daily reading

- 3.1.7 1:1 learning interviews (Y 5 & 6)
- 3.1.8 Gathering pupil opinions
- 3.1.9 Family Learning Projects
- 3.1.10 Providing experiences to broaden horizons and raise aspirations
- 3.1.11 Regular Teaching Assistant training based on a pupil needs audit
- 3.1.12 A curriculum, under constant review which is designed to offer maximum flexibility to meet the needs of individuals
- 3.2 The Trust Board and LGB Finance Committee have a monitoring oversight of the use of Pupil Premium funding and the provision it supports.

## 4. Monitoring

- 4.1 Once decided, additional provision is monitored closely by the individual academy. Adaptations are then to be made as necessary. The overall effectiveness and impact must be evaluated regularly through scrutiny of data and books by the ELT and pupil progress meetings held with the class teachers, reviewing impact of interventions and overall teaching.
- 4.2 In evaluating effectiveness, a range of evidence is used including:
  - 4.2.1 External Pupil Premium Review.
  - 4.2.2 Attainment and progress outcomes.
  - 4.2.3 Individual Case Studies of pupil premium children.
  - 4.2.4 Work samples of pupil premium children's progress over time.
  - 4.2.5 Evaluation of specific projects.

## 5. Reporting

- 5.1 The Headteacher will produce regular reports/ action plans for the Local Governing Body. These will include:
  - 5.1.1 The progress made toward maximising achievement for children eligible for Pupil Premium.
  - 5.1.2 An outline of the provision and the impact of this provision on maximising achievement.
  - 5.1.3 Financial details of how pupil premium is/was spent and an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared to other forms of support.
- 5.2 The Local Governing Body will ensure that there is an annual statement (Appendix A) to parents on how the Pupil Premium funding has been used. This task will be carried out within the requirements published by the Department for Education and published on the academy website.

## 6. Review

- 6.1 There will be a review of this policy by the Trust Board every three years.
- 6.2 Next review Summer 2019.

## Appendix A

### Great Clacton Church of England Primary School

Number of Pupils and Pupil Premium Grant Received	
Academic Year	2018 – 2019
Number of pupils on roll (October 2018 census)	270
Number of pupils eligible for pupil premium funding	103
Amount of Pupil Premium Grant received	£134,860
Date of most recent internal PP review	September 2018
Date of next internal review of this strategy	September 2019

Summary of the main barriers faced by eligible pupils
<ul style="list-style-type: none"> <li>• Academic learning skills and achievement for Pupil Premium pupils</li> </ul>
<ul style="list-style-type: none"> <li>• Social and emotional wellbeing for Pupil Premium pupils</li> </ul>
<ul style="list-style-type: none"> <li>• Enrichment and engagement opportunities for Pupil Premium pupils</li> </ul>

Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
1.	A greater percentage of pupils showing expected progress or better.	Progress measure for Reading, Writing and Maths to be 0+.
2.	A greater percentage of Pupil Premium pupils at or above age related expectations.	Measure for Reading, Writing and Maths combined to be 50% ARE for each year group. (Last year scores were 33%, 42% and 36% for years 3, 4 & 5 respectively.)
3.	Pupils are supported with their emotional and social difficulties so that they are ready to learn in school.	Data showing progress is expected or better. (0+) PPG attendance improving towards 95% (Last year PPG attendance – 93.65%)

Planned Expenditure					
Academic Year 2018-2019					
Quality of Teaching for All					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review the action?
Pupils to attain at least age related expectations at the end of the year.	<p>Additional teacher employed to provide extra classes in English in years 5 and 6.</p> <p>£22,700</p> <p>A proportion of the salaries of Learning support Assistants across the school.</p> <p>£43,437</p>	<p>Attainment 2018:</p> <p>Pupil Premium Group</p> <p>Reading – 74%</p> <p>Writing – 71%</p> <p>Maths – 62%</p> <p>GPS – 65%</p> <p>Combined – 46%</p> <p>All children</p> <p>Reading – 82%</p> <p>Writing – 80%</p> <p>Maths –74%</p> <p>GPS – 77%</p> <p>Combined –</p>	<p>Monitoring of books and teaching.</p> <p>Work scrutiny.</p> <p>Pupil progress meetings.</p>	ASP GM	Termly
High quality teaching non core subject areas.	<p>Additional specialist staff to deliver high quality PE, Art and Music lessons.</p> <p>£40,506</p>	<p>Many of our pupils struggle with their day to day ‘core’ learning. Having an emphasis on other subject areas is key to supporting learning across the curriculum.</p> <p>After school sports</p>	<p>Lesson observations</p> <p>Multiple sports and music clubs available all year round.</p>	ASP AC SG BK	Termly

		and music clubs are also made available.			
Wrap around care available each day of the week for all children.	The staffing of both before and after school care with staff employed to provide supervision to breakfast club and after school club.  £3000	To ensure nourishment is available for all children in order to start the day well and be best prepared for learning. After school club is supervised by experienced staff, providing care for children from 3pm till 6pm daily.	Continued monitoring.  Needs analysis based on attendance of clubs.	ASP	Termly
<b>Total Budget Cost</b>					<b>£ 109,643</b>
<b>Targeted Support</b>					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review the action?
To provide social and emotional support for identified children both within the classroom and at lunchtimes, in small groups and individually.	Staffing of a school learning mentor.  £5134  Staffing of a family liaison worker.  £6002	Identified children to receive appropriate social and emotional support, enabling them to foster positive relationships within the school community. The support given may be in the form of 1-1 support for children around their emotional wellbeing, giving the children a safe place to express their worries and anxieties. Support is also to be offered to family members who might be having personal difficulties and need support or	Monitoring of the day to day use of these specific adults.	ASP KJ AD	Termly

		guidance to move forward positively.			
To ensure all children are given the opportunity to experience educational visits.	Subsidising the costs of educational visits and trips for all PPG children.  £1,500	Educational visits play an important part in our school life and we ensure that there are no barriers to the children experiencing them.  We are an inclusive school and this policy extends to our year 6 residential too.	Monitoring of payments for various educational visits.		
<b>Total Budget Cost</b>					<b>£ 12,636</b>
<b>Other Approaches</b>					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review the action?
To provide a wider range of reading books for children.	Purchase of educational supplies – to include the purchase of new accelerated reader books to be integrated into our school reading programme.  £5000	Increasing opportunities for children to read books which are current, enjoyable and suitable for the reading ranges of our children.	Consistent monitoring of the Accelerated reader system and its use.	DB	Termly
To provide further reading opportunities for our children.	Training for the 'Hooked on Books' reading system developed by Jane Considine. This would sit alongside the current writing programme	To boost children's engagement with books in order that they start to engage with the stories they read.	All classes to use Hooked on books to introduce the teaching of reading.	CW	Termly

	used in each class.				
	£1000				
Total Budget Cost					£ 6000

<b>Review of Expenditure</b>				
<b>Academic Year 2017-2018</b>				
<b>Quality of Teaching for All</b>				
Desired Outcome	Chosen action / approach	Impact (Was the success criteria met? Include impact on pupils not eligible for PP if appropriate.	Lessons Learned (will this approach be continued)	Cost
Staff employed to deliver high quality teaching in whole class and small group situations.	Staffing	Enable setting in maths in year six, ensuring children are taught in smaller groups, specifically targeting their ability.  Year six - small group interventions /booster classes, including reading booster groups  Accelerated Reader and Lexia Reading/Spelling programme	This approach will be continued and extended for the next academic year to incorporate smaller class sizes in English and Maths lessons for years 5 & 6.	£83,739
Additional specialist staff to deliver high quality PE, Art and Music sessions.	Staffing	All children have received high quality Art and Music teaching from specialist teacher  Parents have not paid for music tuition provided by this teacher. The choir has performed outside of school at several venues including The Princes Theatre, Westcliffe Theatre and singing in the community. Many children took an active role in the 'Folk Project' (57% of these children were PPG)  'Let's Get Ready' gym trail has been successful in raising self-esteem in identified children (50% PPG)	This approach will be continued for the next academic year.	£24,000
To supervise the provision of a daily breakfast for	The staffing of Breakfast Club and	A daily breakfast provided for children ensures they are better nourished and ready for learning,	This approach will be continued for the next academic year.	£2,750

children, so they are better nourished and ready for learning. After School Club is supervised by experienced staff, providing care for children from 3 pm – 6 pm daily.	After School Club	supervised by experienced staff, known to the children. After school club offers the same provision.		
<b>Targeted Support</b>				
Desired Outcome	Chosen action / approach	Impact (Was the success criteria met? Include impact on pupils not eligible for PP if appropriate.	Lessons Learned (will this approach be continued)	Cost
To provide social and emotional support for identified children, both within the classroom and at lunchtime, in small groups and individually.	Employment of Learning mentor and family liaison worker.	<p>Identified children have received appropriate social and emotional support, enabling them to foster positive relationships within the school community. The Families of Gt Clacton Junior School are very fortunate to benefit from the support of their own Family Liaison Support Worker. This role is partly funded by the pupil premium funding that the school receives. The support given might be in the form of 1-1 support for the children around their emotional wellbeing, giving the children a safe place to express their worries or anxieties. Support for family members who might be having personal difficulties and need some support and guidance to move forward positively.</p> <p>A coffee-morning is held once a fortnight for parents. This event enables parents to discuss and share concerns in a less formal environment. It provides support for parents' own emotional health and well-being.</p> <p>Other examples of support available are shown below* Parenting advice and guidance</p>	This approach will be continued for the next academic year although the coffee morning numbers have declined. Therefore, new provision will be looked into.	£16,280

		<ul style="list-style-type: none"> <li>* Paediatric referrals and support at appointments and follow on meetings</li> <li>* Referrals to outside agencies to support children's emotional health</li> <li>* Counselling</li> <li>* Domestic abuse</li> <li>* Drugs and Alcohol</li> <li>* Legal Support</li> <li>* Budgeting</li> <li>* Housing</li> </ul> <p>The aim of this support is to provide a positive working partnership with whole families and help to identify solutions that will enable positive outcomes to be met, so that the children can be nurtured and fulfil their developmental potential.</p>		
To ensure all children are given the opportunity to experience an educational visit (including residential).	Educational visits (including year six residential trip to Kingswood)	Educational visits play an important part in our school life and we ensure that there are no barriers to the children experiencing them. We are an inclusive school and this policy extends to residential visits too.	This approach will be continued for the next academic year.	£1,000
<b>Other Approaches</b>				
Desired Outcome	Chosen action / approach	Impact (Was the success criteria met? Include impact on pupils not eligible for PP if appropriate.	Lessons Learned (will this approach be continued)	Cost
To provide a wider range of reading books for children – these books to be integrated into the AR system.	Educational supplies (including the purchase of Accelerated Reader	Increase in the number of books children read, the number of quizzes taken and higher results achieved	This approach will be continued for the next academic year.	£1,591

	books)		
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2017/2018 Academic Impact

Year 6 - 22 pupils (each pupil = 4.5%)				
	Pupil Premium Pupils		All Pupils Nationally	
Reading	Age Related Expectation	74%	Age Related Expectation	75%
	Deeper Level of Understanding	30%	Deeper Level of Understanding	28%
Writing	Age Related Expectation	61%	Age Related Expectation	78%
	Deeper Level of Understanding	13%	Deeper Level of Understanding	No data
GPS	Age Related Expectation	65%	Age Related Expectation	78%
	Deeper Level of Understanding	22%	Deeper Level of Understanding	34%
Mathematics	Age Related Expectation	62%	Age Related Expectation	76%
	Deeper Level of Understanding	13%	Deeper Level of Understanding	24%

Year 5 - 23 pupils (each pupil = 4.3%)				
	% attaining age related expectations at the end of Year 5	% working at a deeper level of understanding at the end of Year 5	% making expected progress at the end of Year 5	% exceeding expected progress at the end of Year 5
Reading	30%	17%	75%	17%
Writing	30%	17%	58%	29%
Mathematics	39%	22%	71%	0%

Year 4 - 18 pupils (each pupil = 5.5%)				
	% attaining age related expectations at the end of Year 4	% working at a deeper level of understanding at the end of Year 4	% making expected progress at the end of Year 4	% exceeding expected progress at the end of Year 4
Reading	46%	9%	46%	7%
Writing	25%	17%	64%	4%
Mathematics	42%	13%	57%	4%

Year 3 - 35 pupils (each pupil = 2.9%)
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	% attaining age related expectations at the end of Year 3	% working at a deeper level of understanding at the end of Year 3	% making expected progress at the end of Year 3	% exceeding expected progress at the end of Year 3
Reading	50%	6%	58%	16%
Writing	39%	0%	42%	0%
Mathematics	50%	6%	68%	5%