



The Diocese of Chelmsford

Vine Schools Trust

Pupil Premium Policy

The Diocese of Chelmsford Vine Schools Trust	
Approved by:	The Diocese of Chelmsford Vine Schools Trust
Signature:	
Date:	

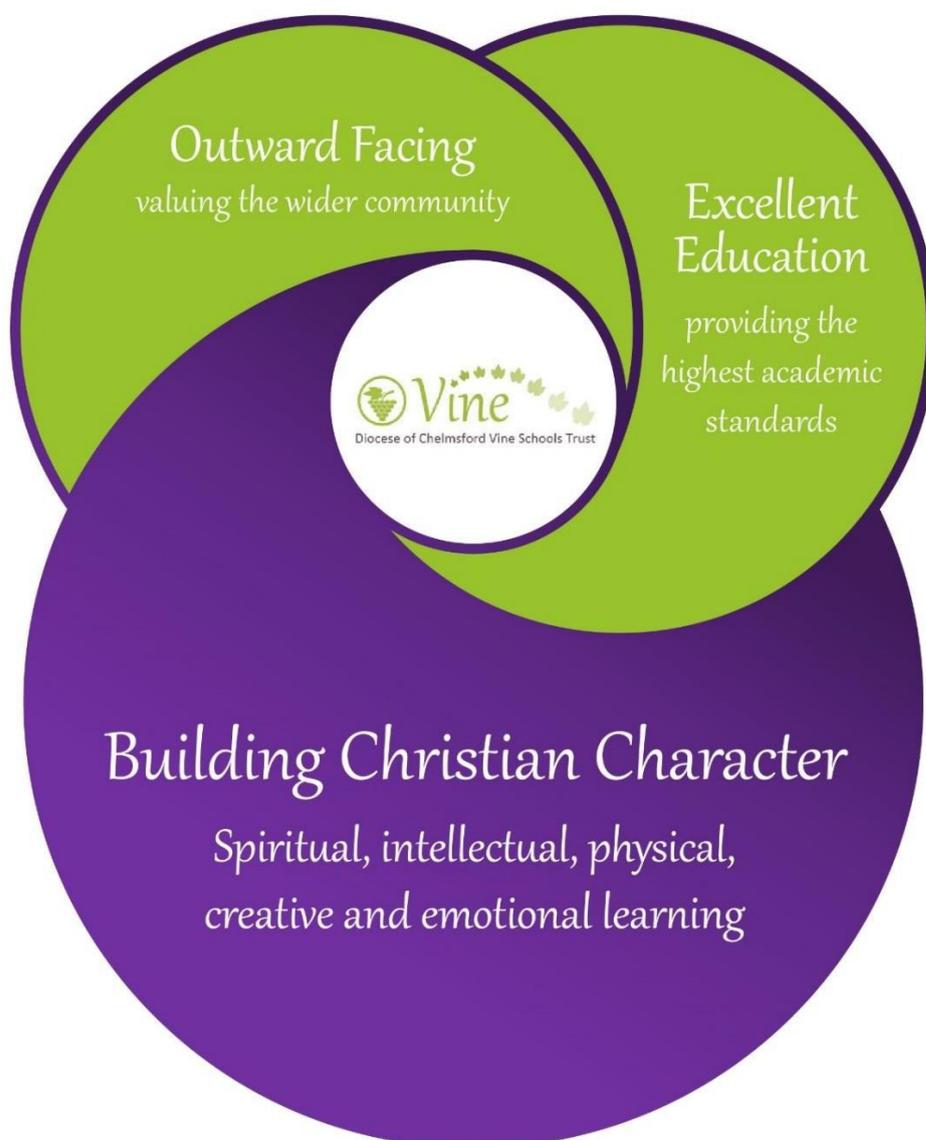
Great Clacton C of E Junior School	
Approved by:	Local Governing Body/Local Board
Signed (Chair of Local Governing Body/Local Board)	
Date:	

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November 2017 Amendments

3.1.8 - clarified

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	2019 – 2020
Number of pupils on roll (October 2018 census)	312 pupils
Number of pupils eligible for pupil premium funding	124 pupils (40%)
Amount of Pupil Premium Grant received	£142,560
Date of most recent internal PP review	October 2019
Date of next internal review of this strategy	October 2020

Summary of the main barriers faced by eligible pupils
<ul style="list-style-type: none"> • Progress and attainment in reading, writing and maths at the end of KS2 for disadvantaged pupils is lower when compared to others in the school
<ul style="list-style-type: none"> • Aspirations and opportunities for disadvantaged pupils are fewer resulting in lack of confidence in their own ability
<ul style="list-style-type: none"> • Confidence and wellbeing of disadvantaged children is lower compared to non-disadvantaged children.

Outcomes																		
Desired outcomes and how they will be measured			Success Criteria															
1.	<p>To raise the percentage of disadvantaged children reaching ARE in RWM in KS2, with a particular focus on Reading.</p> <p>Targets in line with expectations for all pupils.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">Reading</th> <th style="text-align: left;">Current</th> <th style="text-align: left;">End of year</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td></td> <td>74%</td> </tr> <tr> <td>Year 4</td> <td>48%</td> <td>68%</td> </tr> <tr> <td>Year 5</td> <td>65%</td> <td>81%</td> </tr> <tr> <td>Year 6</td> <td>63%</td> <td>77%</td> </tr> </tbody> </table>	Reading	Current	End of year	Year 3		74%	Year 4	48%	68%	Year 5	65%	81%	Year 6	63%	77%	<p>At the end of KS2 attainment figures for reading, writing and maths show that the number of disadvantaged children reaching ARE is close to others in the school and closer to national outcomes.</p> <p>Progress/Attainment of PPG children to be monitored at the end of each half term, using NFER standardised scores.</p> <p>PPG children will have access to Lexia as an intervention to raise their attainment/progress in Reading and Spelling.</p>	
Reading	Current	End of year																
Year 3		74%																
Year 4	48%	68%																
Year 5	65%	81%																
Year 6	63%	77%																
2.	<p>To ensure that a greater proportion of disadvantaged children at the end of KS2 make expected levels of progress.</p>	<p>At the end of KS2 the progress measures for reading writing and maths show that disadvantaged children are making positive progress from their starting points.</p>																
3.	<p>To raise aspirations and give opportunities to disadvantaged children in line with their peers.</p>	<p>Specialist music provision with opportunities to perform locally. A range of trips and experiences planned to enhance the curriculum e.g. forest schools.</p>																
4.	<p>To improve the social, emotional and mental health of disadvantaged families.</p>	<p>Behaviour of PPG children linked to SEMH, improves. Engagement of parents with the school improves. Outcomes of children who have worked with external consultants improves.</p>																

Planned Expenditure					
Academic Year 2019-2020					
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?
High quality teaching of foundation subjects.	Additional staff employed to deliver high quality PE and Music lessons.	Providing quality opportunities for disadvantaged pupils in areas other than core subjects. Weekly teaching by music specialist and planned opportunities throughout the year for arts enrichment. High quality	PPG lead to collate evidence of children accessing music and PE provision. Promote access to services if not being accessed. Multiple sports and Music clubs available all year round. Music - £9776 PE - £7673	KP MB BC TF –line manager	Termly
Before and after school provision available each day of the week.	Staffing of breakfast club and after school club. Children to be offered access to before and after school care at a reduced price.	Provision for PPG children to be offered at ½ price.	Ensure offer is shared to all eligible children and families – monitor uptake Information to be shared with new intake of children each year. £6000 (previous £3000)	RN Staff running wrap around care. KJ&TF	Termly
Pupils to attain at least age	Proportion (40%) of the	Evidence of quality	Intervention and small	ELT SENCO	Termly

related expectations at the end of the year.	salaries of Learning Support Assistants across the school.	intervention and lesson support already in place to support PPG children.	group work support to continue. Reference to support for PPG during lesson dips/obs to be evident. HLTAs - £37799 LSAs-£36291	RN to collate	
Budget Cost					£97, 539
Targeted Support					
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?
Provide social and emotional support for identified children both within the classroom at lunch and play times – in small groups and individually.	Employing a school learning mentor. Employing a school family liaison worker.	Success of both members of staff in their roles in supporting identified children and their families. Their support has gone beyond PPG children - allowing an excellent resource to be utilised where it has been most needed.	Liaise with staff members to discuss current cases and ensure PPG children remain a priority. Perceptions from involved families/ children, if appropriate, to gage impact.	KJor – Learn £7916 AD – Family £6750 TF – line manager RN - liaison	Yearly
Ensure all PPG children are given equal opportunities to experience a variation of	Subsidising the cost of educational visits and trips for all PPG children.	Impact of spend has been high, particularly with the introduction of ‘curriculum days’. The initial	Monitor spending of designated budget. Pupil perceptions.	KU – budget RN-Perceptions	Yearly

educational visits.		budget was below what was actually needed so additional funding has been allocated.		£3500	
Budget Cost					£18,166
Other Approaches					
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?
<p>Educational Supplies Provide a wider range of reading resources to engage children in reading and provide an online programme to develop children's comprehension skills .</p> <p>Provide PPG children with an intervention reading programme</p>	<p>Purchase of educational supplies – including new AR books to engage readers.</p> <p>Purchase of Accelerated Reader to enable children to develop their comprehension skills.</p> <p>Intervention to support PPG children in developing their reading skills. (pupils)</p>	<p>Will support whole school focus of improving Reading and reading for enjoyment. This will enable PPG and Non-PPG children access to quality reading materials leading to more engagement and creating an ethos of enjoying reading.</p>	<p>Reading resources to be purchased by English lead. Assembly to launch/share new resources available for children.</p>	<p>CW-English lead</p> <p>Accelerated Reader programme £2896</p> <p>AR books £1000</p> <p>Lexia £6000</p>	Yearly
Purchase Maths resources to support concrete	Ensure all PPG children have access to concrete learning	In-line with whole school training – developing mastery in	Maths lead to purchase equipment after completing	LC-maths lead RN to oversee	Termly

learning in Maths	resource sin Maths to support their mathematical development.	Maths – children need to be secure in concrete learning before moving to pictorial and abstract learning.	audit of resources.	£1000	
Purchase of Chrome books or Samsung tablets to ensure all PPG children have access to online intervention programmes	Ascertain 3 quotes and purchase approx 6 tablets/chrome books per class to allow PPG children access to online intervention programmes	To ensure PPG children have access to technology which will enable them to take part in identified interventions.	Lexia lead to monitor usage Class teachers to monitor use of devices to ensure PPG children are accessing daily.	RN to oversee purchase and implementation of devices. Approx £6000	Termly
				Budget Cost	£16,896
Total Budget Cost					£132,601

The amount of PPG funding which has not yet been spent (£9959) will be allocated once final decisions have been made how it will be spent/allocated. Details will be added to this report.

Review of Expenditure				
Academic Year 2018-2019				
Quality of Teaching for All				
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
Pupils to attain at least age related expectations at the end of the	Additional teacher employed to provide extra	A teacher was employed to teach an English and Maths group across years 5 & 6. Results did not show impact and therefore it was decided not to continue with this provision into the new academic year	This approach will not be continued.	£22,700

year.	classes in English in			
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	years 5 and 6. A proportion of the salaries of Learning Assistants across the school.	LSA support is still essential to school life and greatly improves the support offered to PPG children.	Support form LSAs to continue with a proportion of their salaries taken from PPG budget.	£43,437
High quality teaching non core subject areas.	Additional specialist staff to deliver high quality PE, Art and Music lessons.	High impact has been achieved with specialist staff. These staff also cover PPA sessions and therefore their impact affects the entire school.	Support to continue and although the music teacher and one PE teacher have left the school, a new teacher for each subject has now been appointed.	£40,506
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	This has had a high impact on a number of children across the school, both PPG and non PPG. Success criteria achieved.	This approach will be continued into next year.	£3,000

	after school club.			
Targeted Support				
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 lunchtimes, in small groups and individually.	Staffing of a school learning mentor. Staffing of a family liaison worker.	Impact of both learning mentor and family liaison worker have both been significant. While the majority of children they have supported have been PPG, there have also been many children supported who are not PPG.	This approach to continue for next academic year.	£11,136
To ensure all children are given the opportunity to experience educational visits.	Subsidising the costs of educational visits and trips for all PPG children.	The impact of this spend has been very high particularly with the new curriculum day setup and regular trips. The spend was completely on PPG children as they received each trip at half price.	Amount set for budgeting was way below what was needed. This is due to more trips taking place (curriculum days) and an extra class in year 3.	£2261 Overspent by £761
Other Approaches				
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.	Purchase of educational supplies – to include the purchase of new accelerated reader	Excellent impact but we came in under budget. Having spoken to the English lead on many occasions, most of the amount spent on new books came from the English budget.	Give English lead a specific budget to spend from PPG allocation so that can be controlled from there rather than continually chasing up.	£3,153

books to be
integrated
into our

	<p>reading programme.</p> <p>£5000</p> <p>£875 for resources</p> <p>£2278 AR programme</p> <p>£1847 under budget</p>			
<p>To provide further reading opportunities for our children.</p>	<p>Training for the 'Hooked on Books' reading system developed by Jane Considine. This would sit alongside the current writing programme used in each class.</p>	<p>Good training session – however SATs results indicate we have lots of catching up to do in terms of reading.</p>	<p>English lead to explore reading programme to identify areas for improvement.</p>	<p>£1000</p>
	<p>school</p>			

2018/2019 Academic Impact

Year 6 - 23 pupils (each pupil = 4.3%)				
	Pupil Premium Pupils		All Pupils Nationally	
Reading	Age Related Expectation	34.8%	Age Related Expectation	73.2%
	Deeper Level of Understanding	4.3%	Deeper Level of Understanding	26.9%
Writing	Age Related Expectation	65.2%	Age Related Expectation	78.5%
	Deeper Level of Understanding	8.7%	Deeper Level of Understanding	20.2%

GPS	Age Related Expectation	56.5%	Age Related Expectation	78%
	Deeper Level of Understanding	4.3%	Deeper Level of Understanding	35.7%
Mathematics	Age Related Expectation	43.5%	Age Related Expectation	78.7%
	Deeper Level of Understanding	13%	Deeper Level of Understanding	26.6%
Combined R,W& M	Age Related Expectation	34.8%	Age Related Expectation	64.8%
	Deeper Level of Understanding	4.3%	Deeper Level of Understanding	10.5%

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	48.4%	3.2%	67.8%	3.2%
Writing	32.3%	9.7%	67.8%	6.5%
Mathematics	51.6%	9.7%	67.9%	9.7%

Year 4 - 25 pupils (each pupil = 4%)				
	% 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	40%	4%	68%	4%
Writing	36%	4%	80%	4%
Mathematics	40%	4%	72%	4%

Year 3 - 38 pupils (each pupil = 2.6%)				
	% 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	18.4%	7.9%	63.1%	0%
Writing	23.7%	0%	63.3%	0%
Mathematics	23.7%	7.9%	65.7%	5.3%

