



Diocese of Chelmsford Vine Schools Trust

# The Diocese of Chelmsford

## Vine Schools Trust

# Pupil Premium Policy

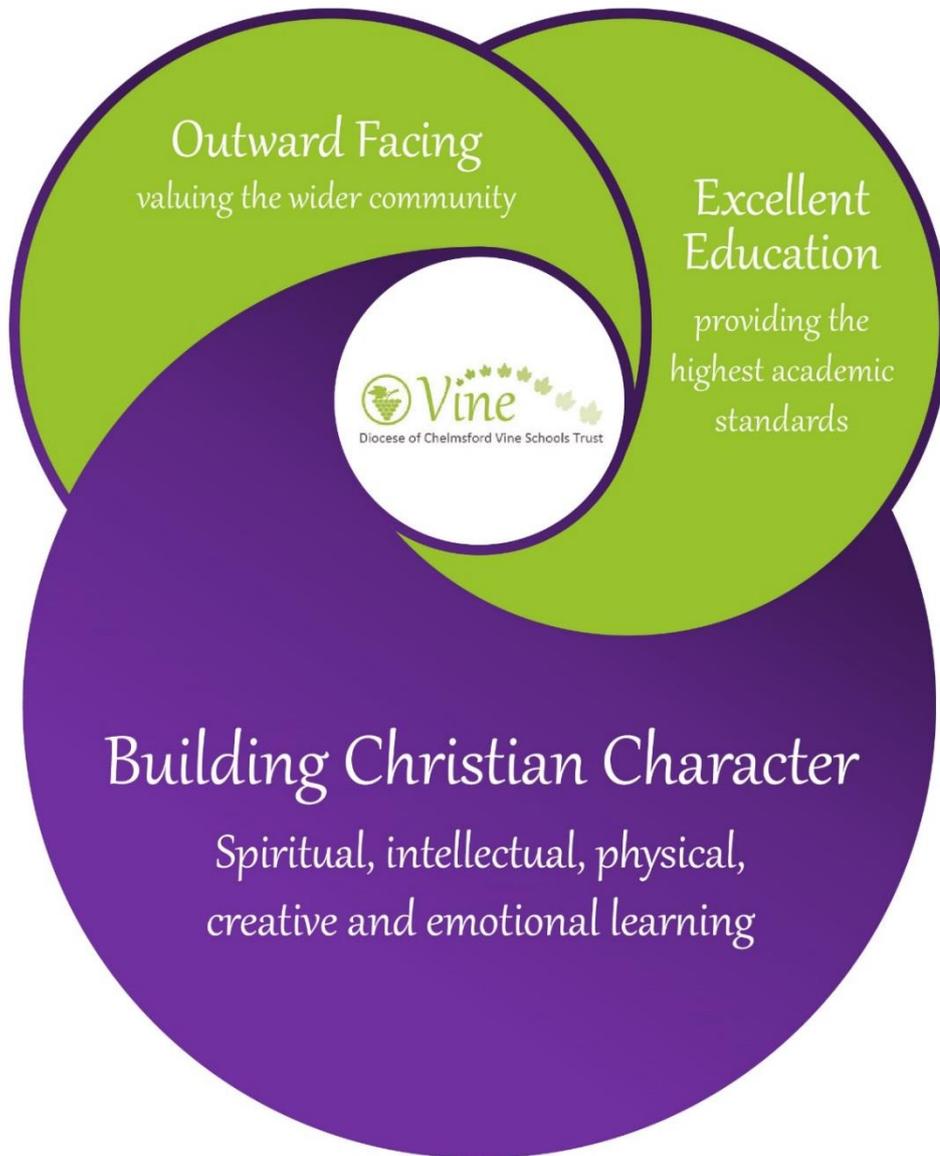


<b>The Diocese of Chelmsford Vine Schools Trust</b>	
Approved by:	The Diocese of Chelmsford Vine Schools Trust
Signature:	
Date:	

<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:	

Policy Reference:	A018
Version No:	V1.1 – September 2017
Next review date:	Autumn 2019

# Our Vision and Values



**1. Introduction**.....5

**2. Priorities**.....5

**3. Provision** .....5

**4. Monitoring**.....6

**5. Reporting** .....6

**6. Review**.....6

**Appendix A**.....7

## 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	2020-21
Number of pupils on roll (October 2019 census)	317
Number of pupils eligible for pupil premium funding	126
Amount of Pupil Premium Grant received	£169,470
Date of most recent internal PP review	October 2020
Date of next internal review of this strategy	October 2021

Summary of the main barriers faced by eligible pupils
<ul style="list-style-type: none"> <li>• Progress and attainment in reading, writing and maths at the end of KS2 for disadvantaged pupils is lower compared to non-disadvantaged pupils</li> </ul>
<ul style="list-style-type: none"> <li>• Enrichment and engagement opportunities for disadvantaged pupils are often fewer, resulting in lower aspirations and future prospects</li> </ul>
<ul style="list-style-type: none"> <li>• Confidence and wellbeing of disadvantaged children is lower compared to non-disadvantaged children</li> </ul>

Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
1.	To raise the percentage of disadvantaged pupils reaching Age Related Expectations at the end of KS2 so that the gap between disadvantaged and non-disadvantaged pupils is narrowed.	<ul style="list-style-type: none"> <li>• End of KS2 attainment data for reading, writing and maths show that the number of disadvantaged children reaching ARE is broadly in line with non-disadvantaged children and trends show that the gap between both groups has narrowed.</li> <li>• Progress and attainment to be monitored termly using NFER and teacher assessments</li> <li>• Disadvantaged pupils will have access to Lexia as an intervention to raise attainment and progress in reading and spelling.</li> </ul>
2.	To ensure that a greater percentage of disadvantaged pupils make expected progress in all year groups.	<ul style="list-style-type: none"> <li>• End of year data for Reading, Writing and Maths shows that disadvantaged pupils have made expected or greater than expected progress from their starting points/baseline assessments.</li> </ul>
3.	To raise aspirations and ensure that disadvantaged pupils have opportunities in line with their peers	<ul style="list-style-type: none"> <li>• Specialist music and PE provision contributes to a broad and balanced curriculum that is rich in knowledge.</li> <li>• Disadvantaged pupils participate in a wide range of school trips and experiences to enhance the curriculum</li> <li>• Disadvantaged pupils have opportunities to explore possible future careers and opportunities to raise aspirations for their futures</li> </ul>

4.	To improve the social and emotional wellbeing of disadvantaged pupils and their families	<ul style="list-style-type: none"> <li>• Behaviour of disadvantaged pupils improves.</li> <li>• Engagement of disadvantaged families with school improves</li> <li>• Academic outcomes for disadvantaged pupils improve because they have access to pastoral support services, both internally and externally.</li> </ul>
----	--	---

Planned Expenditure					
Academic Year 2020-2021					
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	Specialist, additional staff employed to deliver high quality PE and music lessons as well as targeted music and sports interventions to support disadvantaged pupils. Planned opportunities throughout the year for arts and sport enrichment projects.	Providing quality opportunities for disadvantaged pupils in areas other than core subjects. Identifying and nurturing non-academic talents where this has been previously under-identified.	<ul style="list-style-type: none"> <li>• Observations of learning</li> <li>• Pupil perception</li> <li>• Wide range of sports and music clubs are offered throughout the year</li> </ul> <p><b>Music - £10610</b> <b>PE - £7884(for clubs)</b> <b>Extended clubs resources - £500</b></p>	MB, BC, KP  TF	Termly
Percentage of disadvantaged pupils achieving ARE is in line with non-disadvantaged pupils	Proportion of support staff salaries (in line with % of disadvantaged pupils) to support teaching and learning across the school.	High quality intervention program delivery will enable pupils to make accelerated progress.	Intervention and small group work support to continue. Reference to support for disadvantaged pupils during lesson dips/book looks to be evident.	TF  SLT to monitor	Termly
Disadvantaged pupils have access to the hardware needed to complete Lexia, other online intervention programs, and to enable	Purchase of 60 iPads (6 per class)	Pupil perception and staff feedback demonstrates the need for additional ICT resources to enable participation and engagement across the curriculum.	Ensure that disadvantaged pupils are prioritised. Lexia intervention to be monitored to ensure purchased hardware is being used for this purpose.	TF	Termly

participation in a rich and modern curriculum.			<b>£21000</b>		
<b>Total Budget Cost</b>					<b>£133110</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?
Disadvantaged pupils receive timely and well-targeted support for their social and emotional needs to improve wellbeing	Continue to employ a Learning Mentor and Family Support Worker to provide social and emotional support for identified pupils within the classroom both at play/lunch times, in small groups and individually. Pupils' families to be supported to access services to improve wellbeing.	Continued success of both members of staff in their roles in supporting identified children and their families. Their support is available to all - 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 gauge impact.	KJor (LM) <b>£8476</b> AD (FLW) <b>£7706</b> TF	Termly
Ensure disadvantaged pupils are given equal opportunities to experience a variety of educational visits and enrichment activities	Subsidising the cost of educational visits and trips for all disadvantaged pupils.	Impact of spend in this way has been particularly high in previous years. All children have equal opportunities to access a rich curriculum.	Monitor spending of designated budget. <b>£2330</b>  Pupil perceptions and feedback.	KU – budget  TF	Termly
<b>Total Budget Cost</b>					<b>£18,512</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?
Educational Supplies Provide a wider range of reading resources to engage children in reading and	Purchase of educational supplies – including new AR books to engage readers. Purchase of Accelerated Reader to enable	Will support whole school focus of improving Reading and reading for enjoyment. This will enable disadvantaged and non-disadvantaged pupils' access to quality reading	Reading resources to be purchased by English lead. <b>£1000</b>  Engagement with Accelerated Reader to be monitored by English Lead.	CW  TF	Termly

provide an online programme to develop children's comprehension skills.	pupils to develop their comprehension skills.	materials leading to greater engagement and creating an ethos of valuing reading.	<b>£2895</b>		
Provide disadvantaged pupils with a high-quality intervention program to accelerate progress and attainment in reading and spelling.	Purchase of 100 Lexia licences.	High quality, evidence-based intervention program. Previous pupil perceptions show that pupils engage well with the program and demonstrate accelerated progress.	100 Lexia licences to be renewed. <b>£6910</b> Robust monitoring to ensure that pupils are identified and licences are accurately assigned for maximum impact.	TF/KJ	Termly
Disadvantaged pupils have access to a high quality PHSE curriculum that supports their social and emotional needs	Purchase of one-year access to SCARF PSHE planning resources	Pupil and staff feedback from previous year demonstrates positive impact of scheme of work. Pupils engage well with the scheme and teachers are able to deliver high quality lessons.	Monitoring to ensure continued usage and impact. Learning dips, pupil perception, evidence on SeeSaw.  <b>£1205</b>	TF/KJ	Termly
Disadvantaged pupils to demonstrate a high level of engagement across the curriculum through, evidenced and recorded in a range of ways.	Purchase of SeeSaw resource to record pupils' work and evidence learning	Nature of the creative and diverse curriculum means that evidence is not always best recorded by paper-based, traditional means. SeeSaw enables pupil participation in recording own learning and is a platform through which they can share learning with their families.	Monitoring of usage across all classes. Ongoing training (internal) to ensure resource is able to be used by all staff.  <b>£1280</b>	TF/KJ	Termly
<b>Total Budget Cost</b>					<b>£13,290</b>

**The amount of PPG funding which has not yet been spent 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 2019-2020				
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



		<p>19 closures). Many more received 'ad hoc' support.</p> <p>Other examples of support available are shown below:</p> <ul style="list-style-type: none"> <li>* Parenting advice and support</li> <li>* Paediatric referrals and support at appointments and follow up meetings</li> <li>* Referrals to outside agencies to support children's emotional health and wellbeing</li> <li>* Attendance at TAF/CIN/CP meetings</li> </ul> <p>This support enables positive working partnerships with families and identifies solutions that enable positive outcomes to be met, so that the children can be nurtured and fulfil their developmental potential.</p>		
Ensure all PPG children are given equal opportunities to experience a variation of educational visits	Subsidising the cost of educational visits and trips for all PPG children.	No disadvantaged pupils 'missed out' on any educational or residential visits due to financial reasons. Pupils' self esteem has increased through participation in trips and visits. Pupils have been able to experience opportunities that support inspired learning and the development of fundamental skills needed for a happy and fruitful future. Pupil perceptions show that disadvantaged pupils value these opportunities highly.	This approach will be continued for the next academic year.	£3500
<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
<p>Educational supplies</p> <p>Provide a wider range or reading resources to engage children in reading and provide an online</p>	<p>Purchase of educational supplies – including new AR books to engage readers.</p> <p>Purchase of</p>	<p>Increase in the number of books children have read, the number of quizzes taken and higher results achieved. Pupil perception shows that children are pleased with the materials purchased and this has increased enjoyment in reading and helped children to foster a love of</p>	<p>Particular AR levels continue to need more books to ensure all pupils can access suitable reading material at their level.</p> <p>AR and Lexia</p>	<p>£2896</p> <p>£6000</p>

programme to develop children's comprehension skills.	Accelerated Reader to enable children to develop their comprehension skills.	books.	continue to be valuable resources that impact positively on pupil progress therefore these will also continue next year.	
Provide PPG children with an intervention reading programme	Intervention to support PPG children in developing their reading skills.			
Purchase of Chrome books to ensure all PPG children have access to online intervention programmes	Ascertain 3 quotes and purchase approx. 6 chrome books per class to allow 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	£3135
PPG Children have access to high quality PHSE curriculum that support their social and emotional needs	Purchase access to SCARF PHSE planning resources	Teachers able to deliver quality lessons which engage the children	Monitoring to ensure continued usage and impact	£1500
Disadvantaged children to demonstrate a high level of engagement across the curriculum	Purchase of SeeSaw resource to record pupils' work and evidence learning.	Seesaw enables pupil participation in recording own learning and is a platform through which they can share learning with their families.	Monitoring of usage across all classes. Ongoing training to ensure usage is available to all staff	£1408

### 2019/2020 Academic Impact

Academic impact unavailable due to COVID-19 school closures and no KS2 SATS or year group

assessments taking place at the end of the academic year.

Baseline assessments have already been completed for the 2020/2021 academic year and gaps in learning have been identified to ensure these can be filled before progression on to new learning. This will ensure knowledge is embedded and the foundations for this year's learning and beyond, are solid for all children.

Allocated Gap funding will be used to support pupils, including disadvantaged pupils, through targeted intervention and tuition in the autumn and spring terms.