



Diocese of Chelmsford Vine Schools Trust

The Diocese of Chelmsford

Vine Schools Trust

Pupil Premium Policy

**St Andrews Church of England Primary School
2019-20**

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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 diminishing differences
 - 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:-
 - 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
 - 3.1.8 Family Learning Projects inc Art Therapy
 - 3.1.9 Providing experiences to broaden horizons and raise aspirations and cultural capital
 - 3.1.10 Regular training for specific staff, based on a pupil needs audit
 - 3.1.11 A curriculum, under constant review which is designed to offer maximum flexibility to meet the needs of individuals
 - 3.1.12 Structured Conversations with pupils and parents to identify barriers
 - 3.1.13 Assertive Mentoring in maths, spelling and grammar to identify opportunities for peer tuition
- 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 SLT 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 can be 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 Head of school 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

St Andrew's Church of England Primary School

Number of Pupils and Pupil Premium Grant Received	
Academic Year	2019-20
Number of pupils on roll (October 2019 census)	195
Number of pupils eligible for pupil premium funding	38
Amount of Pupil Premium Grant received in 2018/19	£39,600
Amount of Pupil Premium Grant brought forwards	£13,269
Total amount of Pupil Premium Grant available 2019/20	£42,240
Date of most recent internal PP review	September 2019
Date of next internal review of this strategy	

Summary of the main barriers faced by eligible pupils:

There are a small number of PPG children across the school at St Andrews. While there are some common factors across each of these children, there is not a clear barrier which would impact on all children. Below are the main barriers identified by families and teachers of children with PPG this academic year

- A. **Enrichment and Engagement:** Children are less likely to access as many enrichment and engagement opportunities as their peers. This limits some of their experiences. Many do not have many experiences outside of their immediate local area and have very little experiences of other cultures. In addition, many do not have access to engaging and exciting reading materials at home meaning many do not read for enjoyment.
- B. **Attendance** – attendance of PPG children is lower than national average **2018/19 (90.8%)**, this lost learning time negatively impacts their attainment and progress.
- C. **Social, emotional and wellbeing:** Due to lower attendance and external circumstances, some children develop social and emotional problems due to decreased resilience.
- D. **Gaps in prior learning:** Pupils have gaps in prior learning which impacts their ability to reach their full potential and make at least expected progress.

Outcomes

Diminish the difference in attainment and progress for pupils in receipt of PPG and pupils who do not receive the grant in reading, writing and maths.

	Desired outcomes and how they will be measured	Success Criteria
1.	100% of Yr6 PPG children to make at least expected progress against their starting baselines by July 2019 in KS2 SATS, with some making accelerated progress.	SATs results will show 100% of PPG children have made expected progress against their KS1 baselines (progress measure for Reading, Writing and Maths to be 0+). Long term: tracked each year at data drop points throughout the year (Yr3,4,5).
2.	100% of Yr2 PPG children to make at least expected progress against their starting baselines by July 2019 in KS1 SATS, with some making accelerated progress.	SATs results will show 100% of PPG children have made expected progress against their EYFS baselines. Long term: tracked each year at data drop points throughout the year (EYFS, Yr1).
3.	100% of Year 1 PPG children will reach expected standards in phonics screening.	Year 1 phonics screening will show PPG children have reached expected standards.

4.	Attendance of PPG children will be at 96% or above.	Attendance figures will show that PPG children have reached at least the attendance target of 96%+.
5.	PPG children will attend extra-curricular clubs and activities, therefore broadening experiences and opportunities.	Attendance records of clubs and wider activities will demonstrate that PPG children have taken part in a wider range of opportunities.

Review of Expenditure				
Academic Year		2018-19		
Quality of Teaching for All				
Action	Intended Outcome	Estimated impact: <small>Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)</small>	Lessons Learned <small>(will this approach be continued)</small>	Cost
Targeted interventions	Age expected outcomes	Each teacher will identify gaps through academic work, assertive mentoring, day to day assessment. Hof S will monitor and review through pupil progress reviews.	Continued: Each teacher will identify gaps through academic work and day to day assessment. This will be monitored and reviewed through pupil progress reviews.	
1 to 1 tuition for pupils in Y2, Y5 and Y6	Age related outcomes	Appoint effective one to one provision. Baseline and measure impact. Delivery to focus on pre-teaching / classwork review. Use same book as classwork.	Continued: Each teacher will identify gaps through academic work and day to day assessment. This will be monitored and reviewed through pupil progress reviews.	
Small Group Tuition Y6	Age related outcomes	Maths and writing results show an improvement on 2017/18 however reading requires a renewed focus as there has been a decrease in attainment at the end of KS2.	Continued: Each teacher will identify gaps through academic work and day to day assessment. This will be monitored and reviewed through pupil progress reviews.	
Cross-school Extension Groups (E & M)	Greater Depth Outcomes	End of KS2 data: 14.3% GDS in Writing and Maths for PPG. 0% Reading.	Continue to use extension groups however have a greater focus on reading skills (this is the same for PP and non-PP children across the school - % achieving ARE and GDS has decreased since 2017/18).	
Targeted Support				
Action	Intended Outcome	Estimated impact: <small>Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)</small>	Lessons Learned <small>(will this approach be continued)</small>	Cost
RELATE/ Thera-play-MTEP referral (if required)	Emotionally ready for learning			
One to one sessions in maths and English to pre learn ready for new topic	Pre-learn/over learn	Maths and writing results show an improvement on 2017/18 however reading requires a renewed focus as there has been a decrease in attainment at the end of KS2.	Each teacher will identify gaps through academic work and day to day assessment. Those children requiring pre-teaching and intervention will be identified rapidly. This will be monitored and reviewed through pupil progress reviews.	
Local authority approach to maths	Targeted maths provision			
Other Approaches				
Action	Intended Outcome	Estimated impact: <small>Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)</small>	Lessons Learned <small>(will this approach be continued)</small>	Cost
Daily Breakfast club providing breakfast and morning childcare	Age related outcomes	Children who attended breakfast club received a nutritious meal to start their	Continue with provision next year.	

		day. This enabled greater focus.		
Subsidised curriculum activities, educational visits and school journey	Improved resilience and exposure to a wider range of opportunities.	All PP children attended the Yr6 residential (Oct 19).	Continue with this next year.	
Extension curriculum activity experience to widen horizons	Improved resilience	All PPG children accessed the Yr6 residential trip to Kingswood 2019/20.	Continue with this next year.	
BIG maths	Age related outcomes	Some staff have used Big Maths and all children have access. SOME have used it outside of school but it has not reached its full potential yet.	Continue to use Big Maths, but develop further by ensuring that staff have appropriate training to use it to its full potential (for example for its online platform that can be used at home).	
LSA intervention for one to one reading from Read Write Ink (inc Fresh start) Talk boost	Age related outcomes	Read write Inc materials have been purchased and are organised.	Materials have not been used to their full potential yet. AHT has met with representative from OUP to discuss implementation of the resources to their full potential. This will be developed throughout this academic year (2019/20). Additional resources are to be purchased to support Early Reading and further phonics support at home.	
Resources: Read, Write Inc Resources and Training	Age related outcomes	Read write Inc materials have been purchased and are organised.	Materials have not been used to their full potential yet. AHT has met with representative from OUP to discuss implementation of the resources to their full potential. This will be developed throughout this academic year (2019/20). Additional resources are to be purchased to support Early Reading and further phonics support at home.	
Lego therapy	Develop communication skills	Training was provided however, impact is difficult to measure at this stage.	Needs to be developed further. Trained member of staff has since left the school and so this may need to be renewed.	

Planned Expenditure					
Academic Year		2019-20			
Quality of Teaching for All					
Action	Intended Outcome	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?
Increase adult support available within the class through deployment of LSAs. This will address identified barrier D	Pupils to attain at least age- related expectations at the end of the year.	Attainment 2018/19: Pupil Premium Group Reading – 42.9%, Writing – 57.1%, Maths – 42.9% All children: Reading – 54.8%, Writing – 74.2%, Maths – 67.7%	Monitoring of books and teaching. Work scrutiny. Pupil progress meetings.		Termly
Small Group Tuition	Age related outcomes	Maths and writing results	Monitoring of books and		Termly

Y6 and small group boosters where identified in all other year groups. This will address identified barrier D		show an improvement on 2017/18 however reading requires a renewed focus as there has been a decrease in attainment at the end of KS2.	teaching. Work scrutiny. Pupil progress meetings.		
Investment in additional resources for the teaching of key aspects of the curriculum, e.g. reading, including books, phonics materials and resources and for maths. This will address identified barrier D	The school will be sufficiently resourced to provide children with the key resources and equipment they require to support learning to close the gap using practical hands-on materials	A variety of texts and resources to enhance learning for children in need of additional support in order to reach ARE and challenge and extend those working at a higher ability, will support learning fully in class. This will impact all children and enhance teaching and learning.	Pupil Voice and lesson dips will show appropriate challenge for all. The percentage of PPG children reaching ARE and GDS will increase.		Half-termly

Total Budget Cost **£ 15,000 est**

Targeted Support

Action	Intended Outcome	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?
Additional online intervention, accessible at school as well as home. Focus: Big Maths Big Maths INSET day booked for 20th April 2020 This will address identified barrier D	Children will become more fluent in core mathematical skills and will be able to apply these to problem solving. Using the online programme at home, they will be provided with instant feedback and teachers will also access progress /attainment analysis to inform planning and further support in school. Long term: Staff will be fully trained in how to best use the program for sustained improvement for all.	Maths results for PP children show 42% achieving ARE+ (which is broadly inline with other year groups currently across school). <i>Education Endowment Foundation research +4 months progress by utilising digital technologies and +8 months for high quality feedback.</i>	Records of children accessing the system at home. Monitoring of books and teaching. Work scrutiny. Pupil progress meetings. Pupil voice		Termly
To train staff to be able to deliver high quality maths intervention. Success at Arithmetic £790 + supply Costs January 2020 (2.5 days) Employ LSA specifically for intervention work.	Short term: Teacher and LSA trained to deliver high-quality interventions for maths fluency enabling PPG children to narrow the gap. Long term: trained staff to share best practise with the wider staff team to enable further interventions across the school and	Fluency in calculation is crucial to success in maths. A greater focus on calculation skills will enable pupils to make at least expected progress against their individual starting points. <i>Education Endowment Foundation research +5 months progress through individualised support and mastery learning.</i>	Interventions will be monitored by lead teacher. Impact will be measured through Pupil Progress Meetings, data dips, work scrutiny and pupil voice.		Half-termly

This will address identified barrier D	sustained improvements for all pupil groups.				
ESTIMATED Total Budget Cost					£12000_{est}
Other Approaches					
Action	Intended Outcome	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. This will address identified barrier A and D	Children will use new, updated materials to inspire a love of reading and in turn improve reading attainment and progress. New materials will be used in guided sessions with adults to teach comprehension strategies and reading fluency appropriate to each pupil's individual starting point.	Increasing opportunities for children to read books which are current, enjoyable and suitable for assessment levels of the children. <i>Education Endowment Foundation research +6 months progress by teaching additional comprehension strategies.</i>	Consistent monitoring of reading progress. Audit of book levels and progress within book levels.		Termly
To ensure all children are given the opportunity to experience educational visits and participate in additional enrichment activities within the school day. This will address identified barrier A	To ensure that pupils have access to a range of opportunities to bring learning to life To provide children with wide ranging opportunities that develop their core values and understanding of the world around us. To subsidise the costs of educational visits and trips for all PPG children to enable this access.	Educational visits play an important part in school life and provide a wealth of experiences that the children may not otherwise have. It is important that all children have equal opportunities to access trips and extra-curricular activities Increased cultural opportunities will support children with developing their understanding and knowledge of the world around them.	Monitoring of payments for various educational visits. Pupil Voice will highlight positive, educational experiences and activities. Parents will know the support that is available and how to access it.		Termly
Mindfulness in schools project This will address identified barrier B and C	PPG pupils are provided with a range of strategies that can support them in a number of areas and have improved health and wellbeing and resilience. This will, in turn, also improve attendance through increased resilience and calm, positive attitudes to	Research shows that mindfulness in schools can impact in 4 main areas: wellbeing and mental health, concentration and cognition, social and emotional learning and behaviour. Mindfulness may help the young to self-regulate more effectively, manage impulsivity and reduce conflict and oppositional behaviour.	Pupil voice Lesson dips Behaviour logs and records showing a decrease in pupils attending thinking lunch.		Half termly Weekly check of behaviour logs.

	challenge.				
Investment in additional time for staff to focus on attendance and incentives to promote attendance.	To ensure those vulnerable children whose attendance is concerning have additional support to attend school regularly. High focus on attendance through assemblies, attendance badges and rewards, newsletters and individual targeted support for identified families.	Attendance will increase for all children enabling them to fully access learning and reach their potential. With increased attendance, there will be increased engagement and resilience.	Attendance records will show an increase in attendance. Pupil voice will show that pupils understand the importance of attendance and articulate targets for attendance.		Weekly alongside attendance analysis.
This will address identified barrier A, B, C and D.					
ESTIMATED Total Budget Cost					£15,000 est

2018/2019 Academic Impact (November 2019)

Year 6 - 7 pupils (each pupil = 14.3%)		
	Pupil Premium Pupils	All Pupils Nationally
Reading	Age Related Expectation 42.9%	Age Related Expectation 73%
	Deeper Level of Understanding 0%	Deeper Level of Understanding 27%
	Progress -6.68	Progress
Writing	Age Related Expectation 57.1%	Age Related Expectation 78%
	Deeper Level of Understanding 14.3%	Deeper Level of Understanding 20%
	Progress NA	Progress
GPS	Age Related Expectation %	Age Related Expectation 78%
	Deeper Level of Understanding %	Deeper Level of Understanding 36%
Mathematics	Age Related Expectation 42.9%	Age Related Expectation 79%
	Deeper Level of Understanding 14.3%	Deeper Level of Understanding 27%
	Progress -7.31	Progress

KS2 (Years 3-5) – 19 pupils (each pupil = 5.3%)			
	% attaining age related expectations	% working at a deeper level of understanding	Average Progress Score
Reading	84.2%	26.3%	+0.17
Writing	84.2%	15.7%	+0.04
Mathematics	63.1%	21%	+0.17

KS1 - 8 pupils (each pupil 12.5%)			
	% attaining age related expectations	% working at a deeper level of understanding	Average Progress Score
Reading	37.5%	12.5%	-0.73

Writing	25%	12.5%	-0.27
Mathematics	37.5%	12.5%	-0.73
% attaining phonics screening (Y1 and 2 combined)		62.5%	