



Diocese of Chelmsford Vine Schools Trust

The Diocese of Chelmsford Vine Schools Trust Pupil Premium Policy



**St Andrew's Church of
England Primary School
2020-21**

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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 2021.

Appendix A

St Andrew's Church of England Primary School

Number of Pupils and Pupil Premium Grant Received	
Academic Year	2020-21
Number of pupils on roll (October 2020 census)	190
Number of pupils eligible for pupil premium funding	42
Amount of Pupil Premium Grant received in 2018/19	£45,671
Amount of Pupil Premium Grant brought forwards	£5,521
Total amount of Pupil Premium Grant available 2020/21	£46,501
Date of most recent internal PP review	October 2020
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 **2019/20 (90.7%)**, 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.
- E. **Gaps in Learning and social/emotional issues as a result of Lockdown** – 10 of the 38 children regularly provided evidence of engaging with home learning during lockdown. 12 children attended school. This is in writing particularly.

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 2021 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 2021 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		2019-20																																			
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																															
<p>Increase adult support available within the class through deployment of LSAs.</p> <p>This will address identified barrier D</p>	<p>Pupils to attain at least age-related expectations at the end of the year.</p> <p>A higher proportion of PPG children will achieve EXS standard at end of KS1 and KS2 national data points. The gap between PPG and Non-PPG will decrease.</p>	<p>Attainment 2018/19: Pupil Premium Group Reading – 42.9%, Writing – 57.1%, Maths – 42.9%</p> <p>All children: Reading – 54.8%, Writing – 74.2%, Maths – 67.7%</p> <p>Attainment 2019/20 (based solely on teacher assessment): Pupil Premium Group Reading – 65.1%, Writing – 54%, Maths – 64.8%</p> <p>All children: Reading – 71.8%, Writing – 54.6% Maths – 68%</p> <p>LSA employed specifically for targeted interventions which has resulted in an additional 12 children accessing high-quality intervention.</p>			<p>The use of LSAs had a positive impact – children had access to focus group work within the classroom so that they did not miss quality first teaching in favour of intervention.</p>	£12,395																															
<p>Small Group Tuition Y6 and small group boosters where identified in all other year groups.</p> <p>This will address identified barrier D</p>	<p>Children will make rapid progress from their starting points (regardless of attainment group).</p> <p>A higher proportion of PPG children will achieve EXS standard at end of KS1 and KS2 national data points. The gap between PPG and Non-PPG will decrease.</p>	<table border="1"> <thead> <tr> <th>TARGETS</th> <th>ARE</th> <th>GD/HS</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>(GLD) 80%</td> <td>15%</td> </tr> <tr> <td>year 1 phonics</td> <td>60%</td> <td>4%</td> </tr> <tr> <td>year 2 read</td> <td>60%</td> <td>8%</td> </tr> <tr> <td>year 2 write</td> <td>65%</td> <td>8%</td> </tr> <tr> <td>year 2 maths</td> <td>70%</td> <td>8%</td> </tr> <tr> <td>year 2 comb</td> <td>65%</td> <td>8%</td> </tr> <tr> <td>year 6 read</td> <td>83%</td> <td>17%</td> </tr> <tr> <td>year 6 write</td> <td>70%</td> <td>10%</td> </tr> <tr> <td>year 6 maths</td> <td>67%</td> <td>10%</td> </tr> <tr> <td>year 6 comb</td> <td>60%</td> <td>3%</td> </tr> </tbody> </table>	TARGETS	ARE	GD/HS	EYFS	(GLD) 80%	15%	year 1 phonics	60%	4%	year 2 read	60%	8%	year 2 write	65%	8%	year 2 maths	70%	8%	year 2 comb	65%	8%	year 6 read	83%	17%	year 6 write	70%	10%	year 6 maths	67%	10%	year 6 comb	60%	3%	<p>It is difficult to measure the impact of the booster groups that were put in place due to COVID-19 Lockdown.</p> <p>Early indicators were that these groups were having a positive impact on the children's progress and confidence in class.</p>	<p>These will be hosted using school staff already on site including LSA support paid for from PPG budget (see above).</p>
TARGETS	ARE	GD/HS																																			
EYFS	(GLD) 80%	15%																																			
year 1 phonics	60%	4%																																			
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<p>Investment in additional resources for the teaching of key aspects of the curriculum, e.g. reading, including books, phonics materials and resources and for</p>	<p>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</p>	<p>The school is 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</p> <p>Attainment 2019/20 (based solely on teacher assessment): Pupil Premium Group Reading – 65.1%, Writing – 54%, Maths – 64.8%</p> <p>All children: Reading – 71.8%,</p>			<p>Maths and Reading saw the highest percentage increase in children achieving ARE and above.</p> <p>These were the areas where the most additional resources were purchased including curriculum books and maths manipulatives.</p> <p>Wellbeing resources were also purchased (colour monsters and resources to support and enable a vulnerable, SEN PPG student to be included in classroom).</p>	£4422																															

maths.		Writing – 54.6% Maths –68%		
This will address identified barrier D				

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
Additional online intervention, accessible at school as well as home. Focus: Maths 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.	There was a wide range of approaches to Big Maths and limited numbers of children accessing the programme at home. Prior to renewal and planned INSET, the decision was made to cancel the school subscription to Big Maths as it wasn't having the intended impact.	The decision was made to cancel Big Maths subscriptions and focus instead on Success at Arithmetic and quality first teaching in class. This followed an analysis of its functions as well as usage by class teachers (one member of staff reported using it frequently, others were not utilising it to its full capacity). Teachers provide supplementary resources for home where appropriate.	£0 Cancelled prior to renewal and INSET session.
To train staff to be able to deliver high quality maths intervention. Success at Arithmetic January 2020 (2.5 days). Employ LSA specifically for intervention work. This will address identified barrier D	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 sustained improvements for all pupil groups.	Two members of staff have attended training to deliver high-quality arithmetic intervention. They have begun collating baselines in order to measure impact. Resources have been sourced to roll the programme out fully upon completion. Due to COVID-19, this training course needs to be completed fully to measure full impact. The recruitment of an LSA specifically for intervention work has been successful	Success at Arithmetic will be an ongoing project to allow for the impact to be measured. Staff need to complete the training in 2020-21 – TBC by training provider. Early indicators showed that the children were reacting positively to the programme (Pupil Voice) and adults were confident in its delivery. This LSA will be continued in 2020-21. During Lockdown, also supported wellbeing for Key workers and vulnerable in school.	£790 £6981

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
To improve reading in KS1 through a consistent approach to guided reading. Daily Supported Reading Programme	Children will use new, updated materials to inspire a love of reading and in turn improve reading attainment and progress. Staff will be more confident to deliver high-quality reading sessions for all children having long-term impact on teaching and learning. New materials will be used in	DF and BR visited Queensbridge Academy in Hackney to view DSR in action and to have discussions with the Head and English Leaders. Additionally, and as a consequence of this, DSR training was booked as well as a review of the current KS1 phonics programme. We then worked with an SLE to relaunch phonics with Read Write Inc.	This approach will be fully launched in the next academic year (2020-21) with support from the Hackney Learning Trust. Phonics will continue to be monitored regularly in line with the support given by our NLE, SLE and lessons learnt from the visit to Queensbridge.	£2,500 training costs EST COST: £3,300 <i>Includes books and benchmarking kit.</i>

<p><i>Supply costs for visit to Queensbridge Hackney to work with NLE.</i></p> <p>This will address identified barrier A and D</p>	<p>guided sessions with adults to teach comprehension strategies and reading fluency appropriate to each pupil's individual starting point</p> <p><i>Books will be ordered and updated following audit of current resources.</i></p>	<p>Due to COVID-19, this programme has been delayed – the original launch was intended for INSET on the 20/4/2020.</p> <p>This has been rescheduled for 7.7.2020 and 1.9.2020</p>		
<p>To provide a wider range of reading books for children – including high quality, age appropriate texts to guide classroom reading and topics.</p> <p>This will address identified barrier A and D</p>	<p>Children will use new, updated materials to inspire a love of reading and in turn improve reading attainment and progress.</p> <p>ALL children will have access to high-quality texts in lessons.</p> <p>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.</p>	<p>All classes now have a book spine and age appropriate class readers.</p> <p>Reading Attainment 2019/20 Reading – 65.1% (2019-20) Reading – 42.9% (2018-19)</p>	<p>Initial investment in new curriculum books should pay dividends for the next academic year while the curriculum is embedded.</p> <p>Next year, money will be spent on updating reading areas and ensuring that there are modern, up to date texts for the children to access. This will include a range of non-fiction publications also.</p>	<p>COST: £1,500 – also in SDP.</p>
<p>To ensure all children are given the opportunity to experience educational visits and participate in additional enrichment activities within the school day.</p> <p>This will address identified barrier A</p>	<p>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.</p> <p>To subsidise the costs of educational visits and trips for all PPG children to enable this access.</p>	<p>All PPG children accessed the Yr6 residential (2019-20). All trips had a 100% attendance.</p> <p>There were a wide range of trips and cultural experiences offered including trips outside of the locality.</p> <p>School Trips (2019-20): Tower of London Kingswood Residential Sutton Hoo Colchester Castle The Ark (Ipswich) The Ipswich Museum The Transport Museum The Narnia Experience Christmas Pantomime Beth Chatto Gardens Ancient Egypt Visiting historian.</p>	<p>ALL children had access to high quality school visits with 100% attendance on trip days.</p> <p>This will be limited next year due to Lockdown restrictions however trips will commence again when it is safe to do so.</p> <p>Yr6 Residential rebooked for March 2020.</p> <p>Ensure that families in receipt of PPG funding are aware that they can have money off trips (one year 6 PPG child has now received a partial refund for the 2020 residential trip who did not know they were entitled to this).</p>	<p>£600</p>
<p>Mid Tendring Essex Partnership</p>	<p>All pupils and their families including PPG have access to support and counselling where required.</p>	<p>We have made several referrals to this service this year – all of which are being positively supported – some of which are ongoing.</p>	<p>This service has provided valuable support to vulnerable families and those requiring additional support.</p> <p>We use councillors in school as</p>	<p>£6,500</p>

This will address identified barrier B and C			part of this service.	
Breakfast Club This will address identified barrier A and D	Children will have the opportunity to have a healthy and nutritious breakfast and take part in structured activities and games to start their morning enhancing concentration and punctuality to lesson time.	Children who attended had access to a healthy breakfast at the start of the day and were always punctual to lesson times. Breakfast club needs a refreshing so that attendance increases.	Attendance at Breakfast club needs to improve so that it is financially viable. New coordinator has been appointed for September 2020. Parent views have been sought to develop it.	£1,200
Investment in additional time for staff to focus on attendance and incentives to promote attendance. This will address identified barrier A, B, C and D.	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.	NoD – Every parent receives a phone call if they are not in attendance. Parents are challenged on non-attendance (following Training from ST). Attendance was a standing item in celebration assembly with a class cheque if any class achieved 100% attendance for the week (Year 6 won this award). Attendance trophy was awarded weekly to the highest attending class -this was monitored by the children through 'attendance beetles. Children reminded staff about the attendance award and expressed excitement at the potential of winning. Attendance had increased to 96.2% which was an improvement on the same two terms last year.	Due to the COVID crisis, focus is on attendance where possible however impact on attendance measures and class awards are currently on hold. This will be reinstated when Lockdown measures come to an end.	

Planned Expenditure					
Academic Year		2020-21			
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. £18,753 (LSA support Yr6) £9,165 (One to one Support for	Pupils to attain at least age- related expectations at the end of the year. A higher proportion of PPG children will achieve EXS standard at end of KS1 and KS2 national data points. The gap between PPG and Non-PPG will decrease. SEND children will also make rapid progress	Children will be supported within class through small group work and focus groups instead of leaving the classroom for intervention, promoting quality first teaching. Additional adults will be able to support with wellbeing check ins and emotional support for those most impacted by Lockdown (for example, in yr6 there are children who are eligible for PPG funding with	Class teachers will plan for their additional adult and specify where the support is needed. PPG/SEND will not ALWAYS be with the LSA and will be supported by the class teacher regularly – this will be evidenced in books (VF/AS/FG) and in weekly planning. SENCO will monitor	BR MW	Half-termly data drops PPM (half termly) Regularly through book monitoring and lesson dips/pupil voice.

<p>intervention and boosters).</p> <p>This will address identified barrier C, D and E</p>	<p>against their starting points.</p>	<p>significant behavioural and emotional needs that require additional support).</p> <p>Education Endowment Foundation research +5 months progress through individualised support and mastery learning.</p> <p>Education Endowment Foundation research +4</p> <p><i>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</i></p>	<p>progress of interventions regularly with check in with the one to one support.</p> <p>SENCO will timetable intervention support to ensure that it is happening – this will be monitored.</p>		
<p>To provide a wider range of reading books for children – including high quality, age appropriate texts.</p> <p>DSR: £1191.60 Curriculum Books: £2021</p> <p>This will address identified barrier A & D</p>	<p>Children will use new, updated materials to inspire a love of reading and in turn improve reading attainment and progress.</p> <p>ALL children will have access to high-quality texts in lessons.</p> <p>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.</p>	<p>All classes now have a book spine and age appropriate class readers.</p> <p>Reading Attainment 2019/20</p> <p>Reading – 65.1% (2019-20)</p> <p>Reading – 42.9% (2018-19)</p>	<p>DSR weekly meetings with DSR lead and all staff who are involved with the programme.</p> <p>DSR progress tracker – discussions about any child not making the expected progress and intervention put in place where necessary.</p> <p>Planning moderations and staff meetings focussed on the quality of reading.</p> <p>Pupil voice focussed on reading and their attitudes to reading.</p>	<p>BR</p> <p>BR and KS1 team</p> <p>SLT</p> <p>BR</p>	<p>Half-termly data drops</p> <p>PPM (half termly)</p> <p>Regularly through book monitoring and lesson dips/pupil voice.</p>
<p>Access to a whole-school subscription service focussed on writing and GPS skills.</p> <p>Plazoom: £250</p> <p>This will address identified barrier D and E</p>	<p>Children will have a firm grasp on the basics of writing which will enable them to achieve more rapid progress after a period of Lockdown. ALL children will have access to high-quality, age appropriate texts and GPS resources. Staff will have access to subject knowledge CPD to enhance their practice when teaching writing and GPS.</p> <p>Staff and children will have access to high quality resources for home learning in the event of another national Lockdown or if families need to self- isolate.</p>	<p>PPG Stocktake October 2020 showed that basic writing skills since Lockdown were an issue and not only for PPG children. Rapid intervention needs to take place to narrow the gaps that have developed particularly due to Lockdown 2020.</p>	<p>Lesson planning will be monitored and books shared to ensure that the basics are being taught and addressed regularly.</p> <p>Pupil perception will show that children are grasping the basics and can discuss the basics of writing.</p> <p>Staff perception will show increased confidence when teaching writing and the GPS for their year group in a varied way with high-quality age appropriate texts and resources.</p>	<p>BR</p>	<p>Review the effectiveness of the programme prior to renewal (annual).</p> <p>Reviewed half-termly in Pupil Progress Meetings.</p>
Total Budget Cost					£29,360

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?
<p>One to Two Tuition for PPG children in key year groups (Yr2, 5 & 6).</p> <p>Connex Education Partnership -through use of the 75% subsidised National Tutoring Programme.</p> <p>£2,756.25</p>	<p>The gap will be narrowed between PPG and Non-PPG children.</p> <p>Those participating in the one to two tuition will make rapid progress against their baselines – many will reach ARE.</p> <p>This can continue even in the event of another National Lockdown or in the case of families needing to self-isolate.</p>	<p>There is a substantial attainment gap between pupils from disadvantaged backgrounds and their classmates – and this is likely to have grown significantly since school closures. There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind.</p> <p>There is extensive high-quality evidence demonstrating the potential of one-to-one and small-group tuition as a cost-effective way to support pupils who are falling behind in their learning. The Teaching and Learning Toolkit suggests it can boost progress by up to +5 months. Randomised controlled trials funded by the EEF have also found positive effects for a range of tuition models.</p> <p>Recommendation from the LA following PPG Stocktake,</p>	<p>Children will all be monitored closely by PPG lead (BR) – all will be tracked at each data point and through PPG case studies and PPM.</p> <p>Successes shared between home and school. Parents to be kept informed about what the children are learning in these sessions so that further support can be offered at home.</p>	BR	<p>Weekly with support from Tutors and Class Teachers to identify next steps and gaps.</p> <p>Half-termly through data drops and PPM.</p>
Total Budget Cost					£2756
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?
<p>Mid Tendring Essex Partnership</p> <p>£6000</p> <p>This will address identified barrier B and C</p>	<p>All pupils and their families including PPG have access to support and counselling where required.</p>	<p>We have made several referrals to this service in the last academic year – all of which are being positively supported – some of which are ongoing.</p> <p>We gain access to councillors in school as part of this service which benefits all pupils who need support.</p>	<p>Regular reports from MTEP.</p> <p>Monitoring by SENCO and DSL/DDSL.</p>	<p>DF</p> <p>MW</p> <p>BR</p>	
<p>Breakfast Club</p> <p>£1,200</p> <p>This will address identified barrier A and D</p>	<p>Children will have the opportunity to have a healthy and nutritious breakfast and take part in structured activities and games to start their morning enhancing concentration and punctuality to lesson time.</p>	<p>Children who attended had access to a healthy breakfast at the start of the day and were always punctual to lesson times. Breakfast club needs a refreshing so that attendance increases.</p>	<p>Monitoring of attendance by the new Breakfast Club Lead.</p> <p>Monitoring alongside attendance and punctuality.</p>	<p>KP</p> <p>NoD</p>	
Total Budget Cost					£7,200

St. Andrews C of E Primary School Summary Report

2019-20

There are no National Data outcomes to report for the academic year 2019-20 due to Lockdown, therefore all data is based on internal teacher assessments in the Spring term of 2020.

Results Data- All pupils 2019-20

			Maths			Reading			Writing			M,R,W	
	No. Pupils	Prior Expected+	% ES Maths	% HS Maths	% Making Expected Progress	% ES Reading	% HS Reading	% Making Expected Progress	% ES Writing	% HS Writing	% Making Expected Progress	% ES Combined M,R,W	% HS Combined M,R,W
Year 6	30	53.3%	66.7%	16.7%	81.5	83.3%	20%	88.9	70%	0%	66.7	53.3%	0%
Year 5	31	58.1%	77.4%	25.8%	81.8	80.6%	29%	90.9	61.3%	22.6%	77.3	61.3%	22.6%
Year 4	32	62.5%	84.4%	9.4%	82.8	84.4%	37.5%	96.6	65.6%	3.1%	86.2	65.6%	3.1%
Year 3	28	60.7%	35.7%	0%	28	60.7%	42.9%	84	42.9%	0%	48	25%	0%
Year 2	27	66.7%	66.7%	0%	62.5	44.4%	3.7%	37.5	29.6%	0%	29.2	29.6%	0%
Year 1	26	69.2%	76.9%	0%		80.8%	0%		61.5%	0%		57.7%	0%

Results Data – PPG 2019-20

			Maths			Reading			Writing			M,R,W	
	No. Pupils	Prior Expected+	% ES Maths	% HS Maths	% Making Expected Progress	% ES Reading	% HS Reading	% Making Expected Progress	% ES Writing	% HS Writing	% Making Expected Progress	% ES Combined M,R,W	% HS Combined M,R,W
Year 6	5	40%	60%	0%	100	80%	0%	100	40%	0%	66.7	20%	0%
Year 5	10	30%	90%	30%	100	90%	30%	100	60%	30%	66.7	60%	30%
Year 4	11	45.5%	81.8%	0%	77.8	63.6%	27.3%	100	63.6%	0%	88.9	63.6%	0%
Year 3	3	0%	33.3%	0%	0	33.3%	33.3%	100	33.3%	0%	100	33.3%	0%
Year 2	4	50%	50%	0%	50	50%	0%	50	50%	0%	50	50%	0%
Year 1	4	75%	75%	0%		75%	0%		75%	0%		75%	0%