



Diocese of Chelmsford Vine Schools Trust

The Diocese of Chelmsford

Vine Schools Trust

Pupil Premium Policy

DRAFT

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

BELCHAMP ST PAUL PRIMARY	
Approved by:	Local Governing Body/Local Board
Signed (Chair of Local Governing Body/Local Board)	
Date:	25 th November 2019

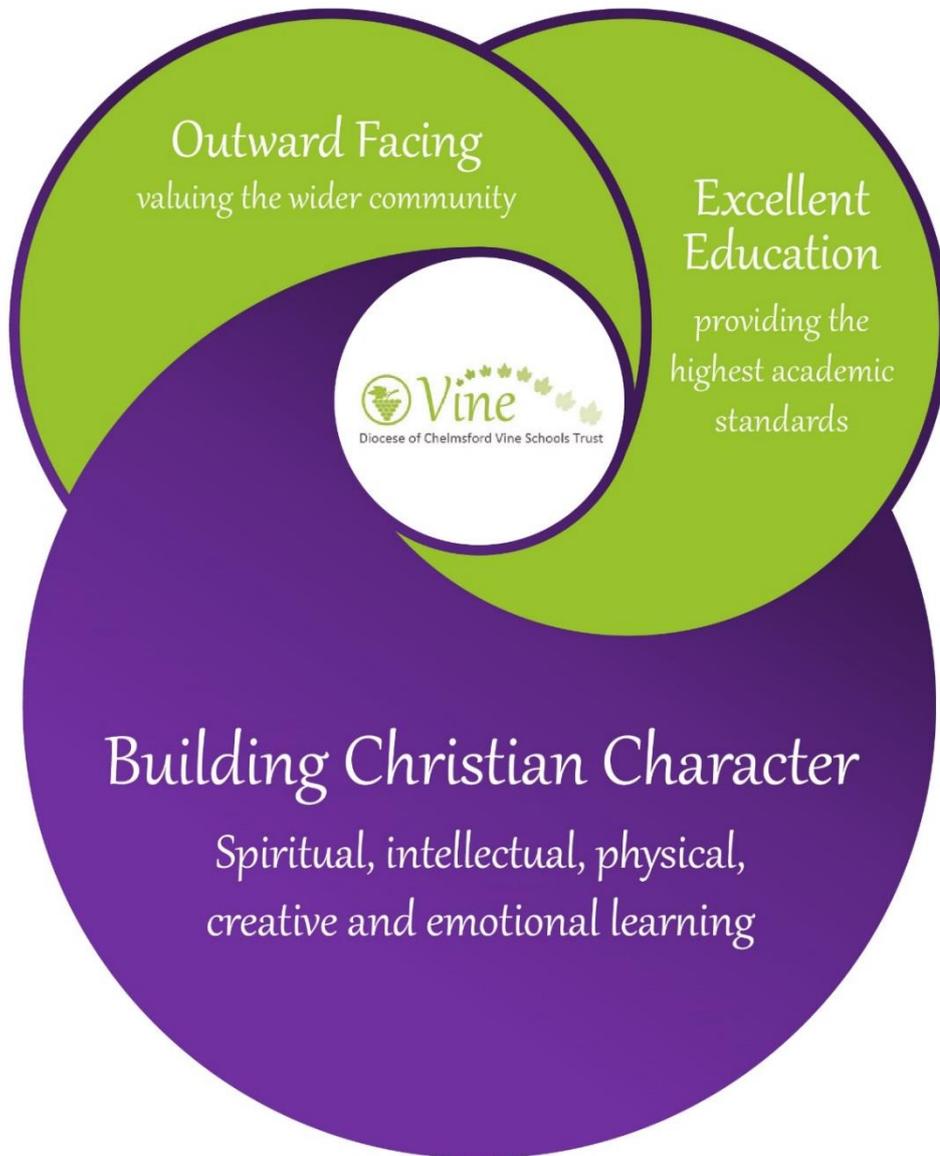
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May 2019 Amendments

- Reference made to LGB and LB throughout
- 2.1.8 added
- 5.2 amended
- 6 removed
- Amendments made to Appendix A

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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/Local Board 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
 - 2.1.8 removing barriers

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 (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 **regular pupil assessment, pastoral care and emotional support.**
- 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/Local Board.
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/Local Board 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 and timescales published by the Department for Education and published on the academy website.

Appendix A

Belchamp St Paul Church of England Primary School

Number of Pupils and Pupil Premium Grant Received	
Academic Year	201819
Number of pupils on roll (October 2018 census)	82
Number of pupils eligible for pupil premium funding	11
Amount of Pupil Premium Grant received in 201819	9975
Amount of Pupil Premium Grant brought forwards from 17/18	0.00
Total amount of Pupil Premium Grant available	9975
Date of most recent internal PP review	June 2019
Date of next internal review of this strategy	September 2019

Summary of the barriers faced by eligible pupils
Background and family circumstances may hinder both academic and emotional progress compared to peers.

Outcomes		
Desired outcomes and how they will be measured		Success Criteria
1	To ensure background does not affect opportunities to learn and progress	Pupils will make at least expected progress in all areas of learning. Raised aspirations and self-esteem for all pupils.
2	To ensure all eligible children are assessed individually and any requirements are met immediately	Regular assessment by teachers and LSA's allows children's needs to be identified and through liaising with SENCO, strategies/interventions are put in place to allow each pupil to make at least expected progress.
3	To ensure flexibility in spending to ensure tailoring to individual children's needs	Needs to be met 'as and when' throughout the year. Resources or interventions are put in place in response to pupil's growing needs.
4	To ensure progress is at least as good as the child's cohort	Assessment and monitoring of data will present any gaps; strategies or interventions

	are then put in place to support specific areas of learning.
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Review of Expenditure				
Academic Year		201819 allocation 9975		
Quality of Teaching for All				
Action	Intended Outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons Learned (will this approach be continued)	Cost
Experienced teacher led interventions				
				1500
Targeted Support				
Action	Intended Outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons Learned (will this approach be continued)	Cost
1:1 targetted support or small group work	To ensure at least same progress as cohort	Targetted children progressed at least to same as cohort and in some cases exceeded ARE	Frequent monitoring with class teacher and TA	
				6725
Other Approaches				
Action	Intended Outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons Learned (will this approach be continued)	Cost
S&L, FAST, emotional first aid	Targetted support for established need	We saw behaviour improvement where emotional first aid has been implemented. Improvement in wellbeing due to other interventions	Monitoring is key to ensuring appropriate interventions are put in place and the impact they are having. Input from TA, Class Teacher, Pupil and Home.	1000
Financial Assistance	To ensure same opportunities as peers, payment for trips, clubs, uniform	All children have same opportunities as their peers regardless of background	Knowledge of families and whether financial need is always appropriate or required.	750

Planned Expenditure					
Academic Year		201920 allocated amount £10560			
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?
To ensure progress is at least as good as the child's cohort	Quality first teaching is accessed by all children. Mastery learning is taught, in particular for maths.	Moderate impact for low cost	Weekly monitoring SENCO, Class Teacher and TA	SENCO	Weekly, with data reviewed half termly
To ensure all eligible children are assessed individually and any requirements are met immediately	TA support to ensure expected and where possible, exceeded progression in reading, writing and maths	Where TA support for individual pupils or small groups, which on average show moderate positive benefits.	Weekly monitoring class Teachers, TA and SENCO	SENCO	Interventions monitored termly, effectiveness of small group work monitored weekly.
Total Budget Cost					£ 1500
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?
Ensuring at least expected progress in Reading, Writing and Maths	1:1/Small Group tuition to support maths and literacy with an experienced teacher or HLTA	Moderate impact for high cost	Monitoring (SENCO), pupil voice & monitoring of data	SENCO	Weekly. Data reviewed half termly.
To ensure background does not affect opportunities to learn and	Emotional First Aid – emotional support with HLTA who is trained in emotional first	Moderate impact for moderate cost	Monitoring (SENCO)	SENCO	Weekly

progress	aid. Either 1:1 or small group sessions				
To ensure all eligible children are assessed individually and any requirements are met immediately	Speech and Language programme to develop skills if and where required	Moderate impact for very low cost – slightly higher cost due to employment of qualified speech and language therapist who makes two visits per term for eligible children	Liaison with SALT, monitoring of programmes half termly with SENCO and class teacher	SENCO	Half termly
To ensure progress is at least as good as the child's cohort	SENCO targeted support to include communication with outside agencies and purchase of specific resources where deemed beneficial	Flexible cost depending on area of need	Monitoring through observation, assessment and conversation with class teacher and TAs	SENCO	Weekly
Total Budget Cost				£	8060
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 ensure background does not affect opportunities to learn and progress	Financial assistance in the form of payment for trips, uniforms and clubs	To support the wellbeing of pupils, allowing them to take part in clubs and educational visits that are available to their peers.	ABM monitors spend for each child and ensures there is a need and effectiveness of spend.	VMiller	Termly
Staff are adequately informed in	Appropriate CPD to ensure SENCO, Senior Leadership	Pupils are supported to make expected progress.	Monitored for effectiveness.	SLT	Termly

best practice to support the needs of all pupils.	Team and Teaching Support are supporting children to the very best of their ability.	Specific areas of need are addressed.	CPD is often shared with all staff during staff meeting time.		
Total Budget Cost					£ 1000

2018/2019 Academic Impact

Year 6 – 5 PPG children out of total 14 pupils (each pupil)		
	Pupil Premium Pupils	All Pupils Nationally
Reading	Age Related Expectation 60%	Age Related Expectation 73%
	Deeper Level of Understanding 0 %	Deeper Level of Understanding 27%
	Progress	Progress
Writing	Age Related Expectation 60%	Age Related Expectation 79%
	Deeper Level of Understanding 0%	Deeper Level of Understanding 20%
	Progress	Progress
GPS	Age Related Expectation 60%	Age Related Expectation 78%
	Deeper Level of Understanding 0%	Deeper Level of Understanding 36 %
Mathematics	Age Related Expectation 60%	Age Related Expectation 79%
	Deeper Level of Understanding %	Deeper Level of Understanding 27%
	Progress	Progress