



Diocese of Chelmsford Vine Schools Trust

*The Diocese of Chelmsford*

*Vine Schools Trust*

*Pupil Premium Policy*

This policy is a model policy that has been reviewed and customised.

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

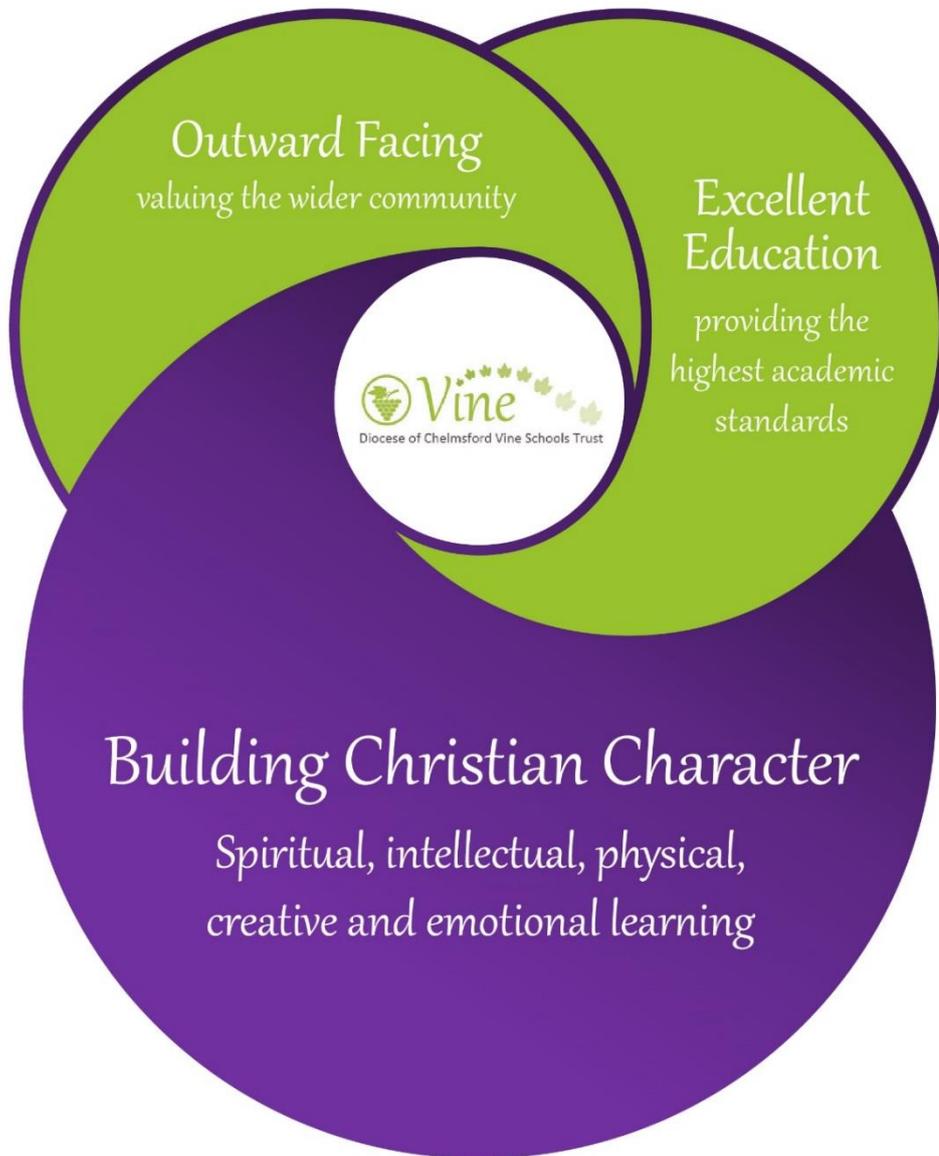
<b>Latchingdon CE Primary School</b>	
Approved by:	Local Governing Body/Local Board
Signed (Chair of Local Governing Body/Local Board)	AM Garrigan
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### **May 2019 Amendments**

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

# 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/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 Teachers regularly providing verbal feedback to children to help them move forward
  - 3.1.8 Gathering pupil opinions
  - 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 Pupil Progress meetings which take place half-terminly.
- 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

### Latchingdon Church of England Primary School

Number of Pupils and Pupil Premium Grant Received	
Academic Year	2019-20
Number of pupils on roll (October 2018 census)	105
Number of pupils eligible for pupil premium funding	33 @ £1,320 per child
Amount of Pupil Premium Grant received	£43,560
Date of most recent internal PP review	September 2019
Date of next internal review of this strategy	September 2020

#### Summary of the main barriers faced by eligible pupils

##### In school barriers:

Underdeveloped speech and language skills, low baseline at entry, underdeveloped social skills, poor self- esteem.

**External barriers:** low attendance (PA), attitudes towards learning.

Parental support with homework and encouraging their child in academic work in school. This leads to lack of aspiration in some children.

Some parents are unable to afford school visits and activities.  
A small number of pupils have low attendance.

Outcomes		
Desired outcomes and how they will be measured		Success Criteria
1	Increase the % of disadvantaged pupils making better than expected progress and be able to evidence this.	25% make better than expected progress.
2	Early intervention for pupils with weak speech and language in EYFS or on transferring to the school in other year groups. Provided additional activities to support identified pupils.	Regular monitoring shows that children are making good progress in speaking and listening, reading and phonics. The % of disadvantaged pupils meeting the required standard in phonics is in-line with all pupils.
3	Develop self-esteem and aspiration.	Pupil perceptions show increase in self-esteem. Good progress in work is evident.
4	All pupils will read at home and complete homework.	Teachers' records will indicate that children are completing homework and reading at home. There is evidence of support for children in school and attempts to help parents if this is not happening.
5	Equal access to all areas of the curriculum and activities.	All children in receipt of pupil premium will take part in school visits and will attend at least one after school club or have music lessons.
5	Continue to Improve attendance. Ofsted June 2018 identified that irregular attendance is impacting on progress and attainment. Improvement was evident in 2019, however a small number of pupils still need targeting.	Improve attendance of pupils in receipt of PPG to 96% and reduce the percentage of PPG who are persistent absentees.

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?
Attainment (See targets)  Progress will be at least expected for all pupils.	Additional time for support staff to: Work with identified pupils in class and to run	The % disadvantaged pupils making expected progress in 2018-19 was good. However, more need to make	Monitoring by the senior leadership team including observations of interventions led by	All staff, H/T lead SENCO	Programmes are reviewed at the end of each half-term with teacher assessments.

	<p>intervention programmes. Enable the class teacher to work with the children. This will include time for teachers to spend time with individuals to discuss their work. Time for support staff and teachers to meet at the beginning and end of the day to plan and discuss learning and progress. Record progress for individual children, including that which is not academic.</p>	<p>better than expected progress and more efficient methods of evidencing this are needed.</p>	<p>teachers and teaching assistants. Pupil progress meetings the H/T, SENCO and with teachers to discuss support and any necessary adaptations. Weekly meetings with support staff and SENCO to review progress of individual pupils. Support staff will know what they are doing and pupils will make good progress during lessons.</p>		
<p>At the end of KS1 and KS2 attainment and progress will be in line with the national average. Increase in the number of pupils achieving greater depth.</p>	<p>Qualified teacher to deliver booster sessions in GSP, Reading and Maths.  Resources for Year 6 SATS revision. Pupil conferences with the teacher/H/T or 1-1 teacher.</p>	<p>Support for individuals or very small groups of pupils is effective in raising attainment for identified children.</p>	<p>Accelerated progress is evident in work. Weekly discussion and planning with 1-1 teacher.</p>	<p>H/T/ 1-1 teacher</p>	<p>Weekly discussion between staff. Half-termly progress data and Pupil Progress Meetings.</p>
<p>The % pupils meeting the required standard in Phonics will be in-line with</p>	<p>Additional sessions will be run by teaching assistants.</p>	<p>Additional support is needed for pupils who begin school with weak speech and language.</p>	<p>Screening half-termly</p>	<p>Phonics leader.</p>	<p>June 2020</p>

the national average.					
Improve social skills for identified pupils, particularly on entry to school.	Early intervention for pupils with under-developed social skills. Provide additional activities to support identified pupils.	A number of pupils begin school with poor social skills which hinders their progress.	Lesson dips and discussions with class teacher and teaching assistants.	EYFS teacher	Half-termly monitoring.
Continue to Improve attitudes to learning, self-esteem and confidence. Develop self-esteem through Mindset. Pupils with low self esteem will be encouraged to take part in clubs, Worship Group or Young Leaders. Teachers of teaching assistants will have regular conferences with identified pupils.	Develop self-esteem through Mindset. Pupils with low self-esteem will be encouraged to take part in clubs, Worship Group or Young Leaders. Teachers of teaching assistants will have regular conferences with identified pupils.	One of the main barriers to learning is lack of aspiration, impacting on self esteem and attitudes.	Pupil Perceptions, work produced, lesson dips.	SLT	Half-termly monitoring.  Teachers and Friday celebration assembly.
Teacher 1-1, small group					£5241.19
Classroom Support					£35936.90
Provision of school trips					£1,000
Additional intervention support					£1381.91
<b>Total Budget Cost</b>					<b>£43,560</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?
Support pupils who do not	Provide support for	Some parents do not have the	Reading and homework	SLT	Half termly monitoring

complete homework or read at home.	families who find it difficult to support their children with their reading and homework. Teachers will meet informally with parents to give them advice and resources. Children will be given additional support from the teacher or teaching assistant.	space/resources at home.	records kept by teachers.		
Improve attendance for a small number of disadvantaged pupils.	Close monitoring of the small number of children with poor attendance. Regular contact with parents verbally or in writing.	Attendance is impacting on progress.	Attendance Officer monitors attendance of identified pupils weekly.	Attendance Officer H/T	Review at least half-termly.
All pupils will have access to school visits and extra-curricular activities.	Subsidise/fund educational visits and after-school clubs requiring payment.	Cost is prohibitive for some parents.	Admin staff provide information for H/T.	H/T	Monitor pupils who take part in activities when resisters are prepared.

<b>Review of Expenditure 30 children @ £1,320 per child</b>				
<b>Academic Year</b>		<b>2017-18</b>		
<b>Quality of Teaching for All</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
Priority following Ofsted, June 2018: A higher	Additional time for support staff to: Work with identified pupils in class	Progress of PPG pupils was found to be a strength of the school during a Vine External Review in June 2019.	Successful. Continue next year.	<b>Classroom Support £33,315.90</b>

proportion of disadvantaged pupils make rapid progress.	and to run intervention programmes. Enable the class teacher to work with the children. This will include time for teachers to spend time with individuals to discuss their work. Time for support staff and teachers to meet at the beginning and end of the day to plan and discuss learning and progress.			
At the end of KS1 and KS2 attainment and progress will be in line with the national average. Increase in the number of pupils achieving greater depth.	Payment of tutor for 1-1 tuition.  Qualified teacher to deliver booster sessions in GSP, Reading and Maths.  Resources for Year 6 SATS revision. Pupil conferences with the teacher/H/T or 1-1 teacher.	KS2 attainment at GD was an improvement on 2018, particularly in Maths (50%)	Continue next year with greater focus on Reading (see Academy Improvement Plan)	
The % pupils meeting the required standard in Phonics will be in-line with the national average. (70%)	Additional sessions will be run by teaching assistants.	80% of all pupils met the standard 60% PPG (3/5 – one pupil was absent due to unauthorised holiday).	Successful – continue next year.	
Improve attitudes to	Subsidise/fund educational	The vast majority of pupils took part in all	Review support and encouragement for	

learning, self-esteem and confidence. Support pupils who do not complete homework.	visits and after-school clubs requiring payment.  Additional reading for pupils who do not read at home or complete homework.	activities. All PPG parents were offered financial assistance.  Completion of homework and reading at home is still a concern for some pupils.	reading at home and completion of homework next year.	
<b>Targeted Support</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
To support pupils with social and emotional difficulties so that they establish positive relationships and make good progress.	Training for a teaching assistant to provide support for pupils who have social and emotional difficulties to develop friendships and self-esteem and to access the curriculum.	Successful for two pupils at risk of exclusion. One moved from a reduced timetable to full-time education.	Successful – continue.	
Improve attendance, particularly of persistent absentees.	School Attendance Officer to: Liaise regularly with parents, teachers and the H/T to discuss concerns and actions needed. Attend regular support meetings with local schools to discuss strategies. Be responsible for rewards system during Friday Celebration Assembly.	Attendance has improved for all children and the number of persistent absentees has reduced. However, a small number of pupils in receipt of PPG continue to have poor attendance.	Close contact with parents of pupils with poor attendance and take advice from Essex LA.	
			<b>Total cost</b>	<b>£39,600</b>

### 2018/2019 Academic Impact

Year 6 2 pupils (1 = 50%) 1 pupil was below test level		
	Pupil Premium Pupils	All Pupils Nationally
Reading	Age Related Expectation 50%	Age Related Expectation 73%
	Deeper Level of Understanding 0%	Deeper Level of Understanding 28%
	Expected Progress 50%	Expected Progress %
Writing	Age Related Expectation 50%	Age Related Expectation 78%
	Deeper Level of Understanding 0%	Deeper Level of Understanding 20%
	Expected Progress 50%	Expected Progress %
SPAG	Age Related Expectation 50%	Age Related Expectation 78%
	Deeper Level of Understanding 0%	Deeper Level of Understanding 34%
Mathematics	Age Related Expectation 50%	Age Related Expectation 79%
	Deeper Level of Understanding 50%	Deeper Level of Understanding 24%
	Expected Progress 50%	Expected Progress %

Year 5 - 4 pupils (1=25%)				
	% 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	100	50	100	0
Writing	100	50	75	25
Mathematics	100	0	75	0

Year 4 – 5 (1=20%)				
	% 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	100	20	100	0
Writing	100	40	100	25
Mathematics	100	0	100	0

Year 3 – 5 pupils (1=20%)				
	% 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	80	20	100	0
Writing	60	0	100	0
Mathematics	80	20	100	0

Year 2 – 9 pupils (1=11%)				
	% attaining age related expectations at the end of Year 2	% working at a deeper level of understanding at the end of Year 2	% making expected progress at the end of Year 2	% exceeding expected progress at the end of Year 2
Reading	78	11	89	11
Writing	78	11	89	11
Mathematics	89	22	89	11
% Attaining phonics (Y1&2 combined) 100%				

Year 1 – 5 pupils (1-20%)				
	% attaining age related expectations at the end of Year 1	% working at a deeper level of understanding at the end of Year 1	% making expected progress at the end of Year 1	% exceeding expected progress at the end of Year 1
Reading	60	20	100	40
Writing	60	20	100	40
Mathematics	60	20	100	40
% attaining phonics screening		60%		

Year R - 2 pupils (each pupil = 50%)				
	% attaining age related expectations at the end of Year R	% working at a deeper level of understanding at the end of Year R	% making expected progress at the end of Year R	% exceeding expected progress at the end of Year R
Reading	50	0	100	0
Writing	50	0	100	0
Mathematics	50	0	100	0
% attaining a Good Level of Development		50%		