



Diocese of Chelmsford Vine Schools Trust

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Vine Schools Trust

Pupil Premium Policy

This policy is a model policy that must be reviewed and customised by each Vine Academy.

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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).

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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 Pupil Perceptions

- 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 **Mistley Norman Church of England Primary School**.
- 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

Mistley Norman Church of England Primary School

Number of Pupils and Pupil Premium Grant Received	
Academic Year	2016 - 2017
Number of pupils on roll (October 2016 census)	70
Number of pupils eligible for pupil premium funding	26
Amount of Pupil Premium Grant received	£30,360 (underspend from 15/16 £4524.88)
Date of most recent internal PP review	2 nd May 2017
Date of next internal review of this strategy	November 2017

Summary of the main barriers faced by eligible pupils
Development level on entry to school is lower than what is typical for their age, particularly language and communication skills, fine motor skills and emotional literacy.
Lack of confidence in their own ability which can lead to low aspirations and a lack of resilience.
Independent learning behaviours are often underdeveloped.

Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
1	PPG pupils will be confident speakers with an extended vocabulary range that impacts on improved reading and writing skills.	The gap between PPG and non PPG is narrowed from on entry to Year R, to the end of Year 1.
2	Pupils are able to sustain concentration over a longer period of time.	Evidence of increased quality and quantity of work across the curriculum. Rate of progress is in line, or better than peers.
3	Pupils have a range of strategies to approach new or unfamiliar tasks with confidence and have a range of further strategies to help them when they get stuck.	Evidence of increased quality and quantity of work across the curriculum. Rate of progress is in line, or better than peers.

Planned Expenditure					
Academic Year					
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?
Raise attainment levels and close the gap between PPG and non PPG pupils.	Deployment of staff to deliver 1:1 and small group interventions for PPG pupils. Cover of class teachers to meet with PPG pupils and parents.	Data shows significant gaps in attainment between PPG and non PPG pupils. Additional interventions in addition to Quality First teaching necessary to close the gap.	Observations, half termly intervention reviews, monitoring progress and data, awareness of targeted groups.	CW	Half termly
To have a designated PPG lead to drive improvement.	PPG lead appointed to lead all review meetings and oversee/monitor interventions.	Previous focus on PPG within the school has not be adequate.	Review by Academy Improvement consultant, PPG governor and HT.	KJ CW	Half termly
Total Budget Cost					£ 31027.73
Targeted Support					
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?
Improved behaviour, establishing nurture groups, parent support	Bespoke – external multi-disciplinary agency	Behaviour incidents surrounding self-esteem from PPG children, impacting on progress made in class	Half termly partnership meetings, observations, continuous feedback.	CW	Half Termly (Implementation during summer term 2017 will continue next academic year)

Total Budget Cost					£ 2910.25
Other Approaches					
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?
Total Budget Cost					£

Review of Expenditure				
Academic Year				
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
Raise attainment levels and close the gap between PPG and non PPG pupils.	Deployment of staff to deliver 1:1 and small group interventions for PPG pupils. Cover of class teachers to meet with PPG pupils and parents.	In all Year groups PPG children have made greater than 6 steps progress over the year, with Year 5 and 6 children making an average of 12.85 steps progress.	Children have significantly benefitted from small group and 1:1 interventions. This will continue but with a greater focus on Teachers supporting PPG children.	£24,845.10
To have a designated PPG lead to drive improvement.	PPG lead appointed to lead all review meetings and oversee/monitor interventions.	Interventions have taken place and been monitored regularly. All staff now clearly know who the targeted PPG children are. All staff have a PPG target on their performance management.	This approach will be continued but with an increased line of accountability.	£6182.63
Targeted Support				
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
Improved behaviour, establishing nurture	Bespoke – external multi-disciplinary agency	Improved parental engagement, increase in self-esteem, and support for class teacher. Impact	More group nurture work to be undertaken. Where families have are going	£2910.25

groups, parent support		for non PPG, improvement in classroom behaviour.	to be supported, ensure no other external agencies are working with them.	
Other Approaches				
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

2016/2017 Academic Impact

Year 6 - 3 pupils (each pupil 33.3%)		
	Pupil Premium Pupils	All Pupils Nationally
Reading	Age Related Expectation 33.3%	Age Related Expectation %
	Deeper Level of Understanding 0%	Deeper Level of Understanding %
	Progress	Progress
Writing	Age Related Expectation 33.3%	Age Related Expectation %
	Deeper Level of Understanding %	Deeper Level of Understanding %
	Progress	Progress
GPS	Age Related Expectation 33.3%	Age Related Expectation %
	Deeper Level of Understanding %	Deeper Level of Understanding %
Mathematics	Age Related Expectation 0%	Age Related Expectation %
	Deeper Level of Understanding %	Deeper Level of Understanding %
	Progress	Progress

Year 5 - 2 pupils (each pupil = 50%)				
	% 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%	0%	100%	100%
Writing	50%	0%	100%	100%
Mathematics	0%	0%	100%	50%

Year 4 - 2 pupils (each pupil = 50%)				
	% 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	50%	0%	100%	100%
Writing	100%	0%	50%	50%
Mathematics	0%	0%	50%	50%

Year 3 - 7 pupils (each pupil = 14%)				
	% 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	42.9%	14%	100%	100%
Writing	42.9%	14%	100%	42%
Mathematics	57.1%	0%	71%	42%

Year 2 - 3 pupils (each pupil = 33.3%)				
	% 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	100%	0%	66.6%	0%
Writing	100%	0%	66.6%	0%
Mathematics	100%	0%	66.6%	0%
% attaining phonics screening (Y1 and 2 combined)		42%		

Year 1 - 4 pupils (each pupil = 25%)				
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	% 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	75%	0%		
Writing	50%	0%		
Mathematics	50%	0%		
% attaining phonics screening		25%		

Year R -1 pupils (each pupil = 100%)				
	% 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	100%	0%	100%	100%
Writing	100%	0%	100%	100%
Mathematics	100%	0%	100%	100%
% attaining a Good Level of Development		100%		