



Diocese of Chelmsford Vine Schools Trust

The Diocese of Chelmsford

Vine Schools Trust

Pupil Premium Policy



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

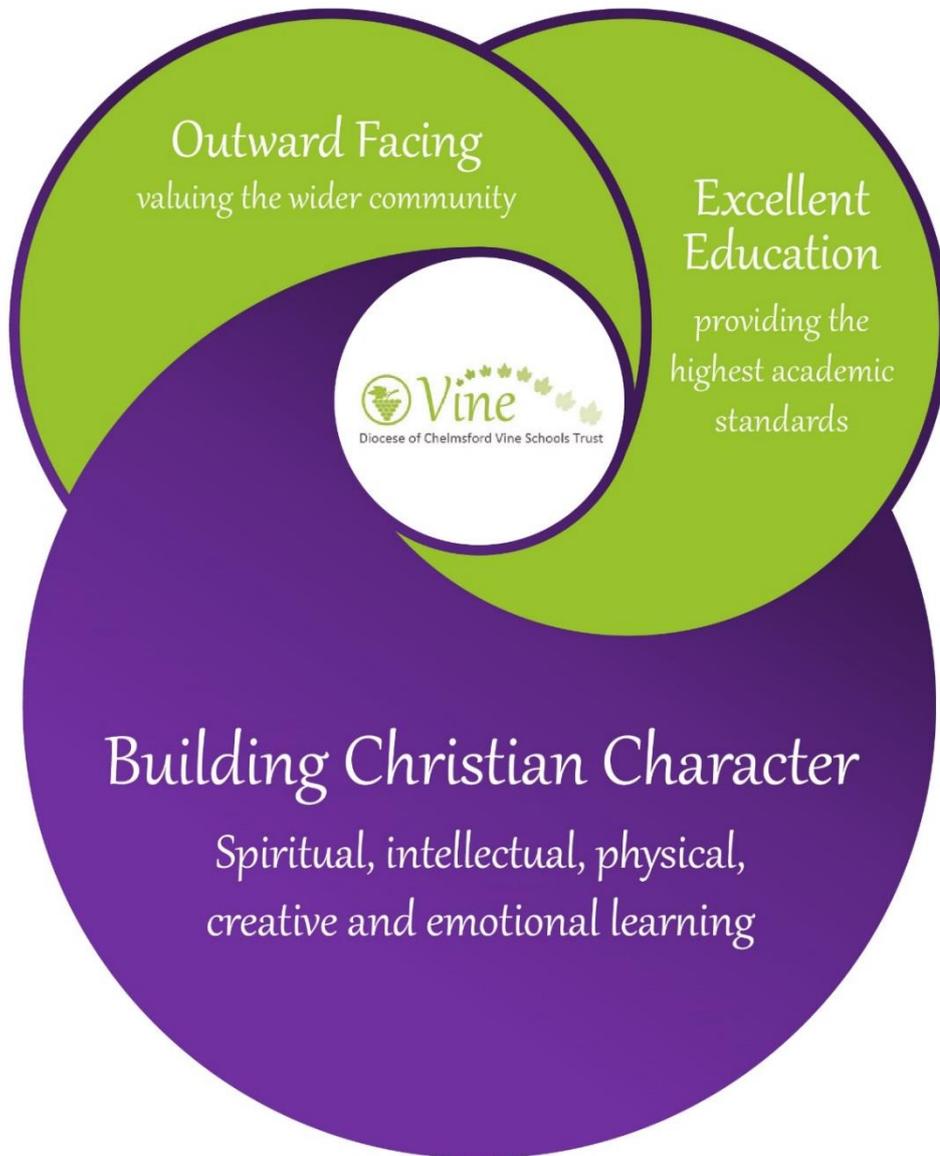
HOWBRIDGE CHURCH OF ENGLAND JUNIOR SCHOOL	
Approved by:	Local Governing Body/Local Board
Signed (Chair of Local Governing Body/Local Board)	
Date:	

Policy Reference:	A018
Version No:	V1.2 – May 2019
Next review date:	Summer 2022

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



1. Introduction.....6

2. Priorities.....6

3. Provision6

4. Monitoring.....7

5. Reporting7

Appendix A.....8

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:
 - 4.1.1 Data analysis and pupil progress meetings
 - 4.1.2 Lesson/small group observations
 - 4.1.3 Talking to pupils
 - 4.1.4 Work scrutiny
- 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

Howbridge Church of England Junior School

Number of Pupils and Pupil Premium Grant Received	
Academic Year	2020-2021
Number of pupils on roll	355
Number of pupils eligible for pupil premium funding	97
Amount of Pupil Premium Grant expected to be received in Sep 2020 to Aug 2021 period	£131,507.45
Amount of Pupil Premium Grant brought forwards as at end Aug 2020	£10,224.84
Total amount of Pupil Premium Grant available in 2020/21 academic year	£141,732.29
Date of most recent internal PP review	July 2019
Date of next internal review of this strategy	July 2021

Summary of the barriers faced by eligible pupils
High incidence of social, emotional and mental health issues leading to reduced focus, concentration and readiness to learn
Underdeveloped social skills resulting in difficulties building relationships and working successfully with peers
Underdeveloped language skills which impact on learning and the need to catch up on areas of the curriculum not covered during lockdown.

Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
1	Pupils will be in school, ready to learn with strategies	<ul style="list-style-type: none"> Attendance for PPG children will be close to that for non-PPG children.

	to reduce SEMH difficulties be able to self-regulate and be ambitious for their future.	<ul style="list-style-type: none"> • Pupil Asset monitoring will show an increase in positive behaviour for PPG children with SEMH difficulties. • Parents and pupils will report a more positive attitude to learning and increased self-esteem. • Data analysis will show PPG pupils making at least good progress from their relative starting points.
2	Pupils will encounter fewer playground difficulties and be able to learn and play more successfully with peers in and out of the classroom.	<ul style="list-style-type: none"> • Pupil Asset will show PPG children with social difficulties are exhibiting more positive behaviours e.g. 'blue and purple' at lunchtimes. • Feedback from teachers and other key adults is that these pupils are coping well with social situations. • Children and parents talk about positive social interactions, increased confidence in social situations and the ability to recognise early warning signs and self-regulate in these situations.
3	From September 2020 baseline, PPG pupils will make at least good progress from their relative starting points in English and Maths.	<ul style="list-style-type: none"> • Data analysis shows the majority of PPG pupils without SEND are at ARE in English and Maths. • Data analysis shows pupils with PPG and SEND are making at least good progress from their relative starting points. • Pupil books demonstrate progress in use and understanding of a wider range of vocabulary. Work in subjects across the curriculum shows successful application of a range of technical vocabulary. • Interventions and catch-up programmes demonstrate progress from baseline.

Review of Expenditure

Academic Year

2019-2020

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
Targeted CPD Training for class teachers and support staff in a range of high-quality teaching strategies, including a whole school drive on creating a language rich environment led	To diminish the attainment difference between disadvantaged and non-disadvantaged children. From baseline targets to be set	Training on the 'Take One Book' whole school approach to reading and trial of materials and planning successful in improving the teaching of vocabulary.	The Take One Book approach will be bought in across the whole school and used consistently for all year groups.	£945

by senior leaders, middle leaders and specialists		PPG pupils on track to meet targets in English when school closed.		
To raise attainment in reading for pupils	To expose all children, including those in receipt of PPG, to a wider variety of texts	Work begun in this area and will be continued in 2020-21. PPG pupils on track to meet targets in English when school closed.	Focus on this area continues as part of the school improvement plan and in line with catch-up programme.	£3,391.65
To embed a robust assessment system across the school that tracks the attainment and progress in all subjects and behaviour of children and groups	Accurate termly reports on attainment and progress of pupil groups across the school	Work on consistent use of whole school assessment system successful. Senior leaders report that teachers are more confident and accurate in judgements being made and recorded.	Continue to monitor effective use of whole school assessment recording system and use of formative assessment.	£54,414.84
In house Greater depth CPD training for class teachers	Pupils in receipt of PPG to achieve greater depth in reading, writing and maths	Training in place and progress being made prior to school closure.	Focus on this area to continue in line with catch-up programme.	
Behaviour management CPD whole school training for teachers, support staff and MDA.	All staff to be consistent in dealing with children with SEMH difficulties	Training in place and progress being made prior to school closure.	Focus on this area will continue.	
Learning Resources (TTRS, Twinkl, Spelling Shed, TIGTAG, Books)	To expose children, including those in receipt of PPG, to a wider variety of learning experiences	Resources enable teaching and learning to be delivered using a range of formats and be presented in a variety of ways, thus meeting the needs of all children.	Continue to use and develop further use of these resources. For instance, Spelling Shed will form part of our updated overall strategy for the teaching of spelling.	£2,162.06
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
Small group tuition of SPaG and Maths	To fill gaps in English, maths and reading for pupils	Small group tuition started in Spring 2020 but the impact is not measurable due to school closure.	Small group tuition will continue as part of our wider catch-up strategy in 2020-21.	£40,091

Smart thinking social group intervention	For effected pupils to develop interpersonal and social thinking skills	Groups in place and progress being made prior to school closure.	Intervention to continue.	£33,587.79
Socially Speaking and Positive People intervention	To increase self-esteem and improve listening skills and expressive language abilities	Groups in place and progress being made prior to school closure.	Intervention to continue.	
Art Therapy	For pupils with high needs in emotional difficulties and past trauma to access specialist professional support quickly	Some art therapy sessions were delivered pre-lockdown and progress was being made for these pupils.	When staff member returns with the relevant training, sessions will continue.	
Self-esteem and anger management programme	For PPG pupils with SEMH difficulties to develop skills on self-esteem and anger management	Groups in place and progress being made prior to school closure.	Intervention to continue.	
Anderson Shelter Activity	For PPG pupils with SEMH difficulties to develop listening skills, self-esteem and self-regulation skills	Extremely successful project that significantly reduced the number of lunchtime behaviour incidents, exclusions and social difficulties.	This project was linked to a specific group of children who have now left the school.	£472.63
Targeted reward intervention for persistent absentee children who are PPG	PA PPG pupils will improve their attendance	Attendance was improving slightly pre-lockdown.	New members of staff in place to support attendance and training to be given. We will be improving our monitoring of attendance for PPG pupils as a result of this whilst still being sympathetic to the situation faced by the families due to the pandemic.	£269
Speech and language intervention programmes delivered by a highly specialised speech and language therapist	PPG pupils to make progress in the areas of attention and listening, social interaction, receptive language and expressive language.	Support in place and progress being made prior to school closure.	This will continue but with a more targeted approach by the new SENCo from January 2021. The impact of this will be monitored more closely.	£3,170
School Trips support	PPG pupils will have subsidised rates for school trips to enable them to take part in a wider	Support given pre-lockdown.	To continue.	£264

	range of educational experiences that parents may not be able to afford otherwise.			
Breakfast Club support	PPG pupils will have subsidised rates for Breakfast club attendance so that they are nourished and ready to learn in the morning. Also intended to improve attendance.	Support given pre-lockdown.	To continue.	£104
Healthy snack	PPG pupils will have access to a healthy snack for break time every day so that they are ready to learn	Support given pre-lockdown.	To continue.	£0
Volunteer readers	Pupils in receipt of PPG to read regularly to an adult	Provided pre-lockdown.	To continue by school staff and, when possible, from volunteers.	£0
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
Planning & Monitoring	Identifying children for early intervention; monitoring attendance, progress and attainment of PPG pupils to ensure programmes devised are effective in bringing about improvement	Work done to improve assessment processes and identify vulnerable children as well as on improving interventions. School closure stopped much of this work.	Work to continue in 2020-21 and beyond.	£4,429.99
Parent Support	Support offered to parents experiencing difficulties at home, leading to improved home-school relationships, improved attendance and learning behaviours, improved home environment for PPG pupils	Strong pastoral support in place, including throughout lockdown period.	This is to continue and be specifically linked to dealing with the impact of school closure on families and children in the first term. New SENCo and Assistant Head to use audit to determine how best to utilise this resource going forward.	£3,119.38 TOTAL: 146,421.34

Planned Expenditure					
Academic Year		2020-2021			
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?
Targeted CDP Training for class teachers and support staff in a range of high-quality teaching strategies, including a whole school drive on creating a language rich environment led by senior leaders, middle leaders and specialists	To diminish the attainment difference between disadvantaged and non-disadvantaged children. <u>Targets to be set as part of PMR</u>	Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers. Underdevelopment of vocabulary is impacting on reading and writing progress for pupils eligible for PPG. School closure in 2020 has impacted on progress for all.	The school monitoring cycle will continuously evaluate provision. External monitoring, training and support will also take place.	Senior Leadership Team, including English and Maths Leads.	Termly through monitoring. Pupil progress meetings.
To raise attainment in reading for pupils by implementing the Take One Book approach.	To expose all children, including those in receipt of PPG, to a wider variety of texts and vocabulary.	We realise the importance of early reading teaching, this includes prioritising reading, phonics, love of reading and book match sounds.	Book looks, analyse data, pupil perception to see the impact	Senior Leadership Team and English Lead	Termly through monitoring. Half-termly English Lead data analysis. Pupil progress meetings. Cost: Release time for Eng lead – 1 morning per month £1,027.95 Take One Book CPD cost £980 Inset CPD day staff cost £2,724.78
To further improve assessment systems leading to greater outcomes for pupils.	Teachers will use formative assessment highly effectively, resulting in greater % of PPG pupils achieving ARE and GD in	Internal data and need to catch pupils up on missed curriculum.	Data analysis. Pupil progress meetings. Continued training and monitoring.	Senior leadership team.	Half termly monitoring. Pupil progress meetings. Cost:

	English and Maths.				DH release time (portion) to attend cluster meetings, work with KP & management time. Equivalent to 6 days DH time £1,860
In house Greater depth CDP training for class teachers	Pupils in receipt of PPG to achieve greater depth in reading, writing and maths	Disadvantaged pupils achieving greater depth has been affected by school closure.	Teachers will be confident in removing barriers and challenging pupils in receipt of PPG to achieve greater depth in reading, writing and maths.	Senior Leadership Team Pupil progress meetings	Half-termly Pupil progress meetings
Learning Resources (TTRS, Twinkl, Spelling Shed, TIGTAG, Books, Letter Join)	To expose children, including those in receipt of PPG, to a wider variety of learning experiences	Need to enhance teaching and learning resources and be able to present the curriculum in different ways to help meet needs of all pupils.	Teachers will be able to demonstrate how these resources enhance learning experience for pupils.	Senior leadership team.	Planning scrutiny half termly Pupil progress meetings. £2,418.90
Total Budget Cost					£
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?
Speech and language intervention programmes delivered by a highly specialised speech and language therapist	PPG pupils to make progress in the areas of attention and listening, social interaction, receptive language and expressive language.	Progress in speech and language affected by school closure. 4 PPG pupils have significant speech and language difficulties that impact learning. Employing specialist support enables other children with such difficulties to get high quality support.	Intervention will be monitored and progress checked Evidence through pupil progress meetings Speech and language therapist input Provide service intervention	Inclusion Lead	Half-termly Cost: Therapist costs – 3 x 6 weeks for the year. £5,760
Targeted reward intervention for persistent absentee children who are PPG	PA PPG children will improve their attendance	Attendance data	Improved monitoring systems targeting the right families and data shows.	Attendance Team: LD, SENCo, BA, CW.	Daily/Weekly for some Monthly and half-termly for others Cost: £500
Smart thinking social group intervention	For effected pupils to develop interpersonal and social thinking skills	A research-based intervention with evidence of making significant improvements in the areas of hyperactivity, peer problems and pro-social behaviour	Intervention will be monitored and progress checked Through checking Pupil Asset behaviour log to see if incidents have reduced	Inclusion Manager	Intervention cycle includes review Cost: Equivalent to 24 hours counsellor time across the year £356.64

Socially Speaking and Positive People intervention	To increase self-esteem and improve listening skills and expressive language abilities	Some challenging behaviour presents as a result of the difficulties some pupils experience with low self-esteem and social communication	Interventions will be monitored and progress checked Observation in class and discussions with class teacher	Inclusion Manager	Intervention cycle includes review Cost: Equivalent to 24 hours counsellor time across the year £356.64
Art Therapy	For pupils with high needs in emotional difficulties and past trauma to access specialist professional support quickly	Pupils and their families experience difficulties in accessing appropriate specialist support and long waiting lists	School therapist will monitor progress. Regular meetings with parents and carers.	Inclusion Manager	Intervention cycle includes review Cost: Equivalent to 2 days per month play therapist time (CH) £1,211.21
Self-esteem and anger management programme	For PPG children with SEMH difficulties to develop skills on self-esteem and anger management	There are ongoing lunch time incidents and issues in the class from children who are demonstrating self-esteem and anger issues at home	Self-esteem programme and anger management programme delivered by a qualified counsellor	Inclusion Manager B Alger-Pastoral Support	Intervention cycle includes review Cost: Equivalent to 24 hours counsellor time across the year £356.64
Behaviour management CPD whole school training for teachers, support staff and MDA.	All staff to be consistent in dealing with children with SEMH difficulties	There are ongoing lunch time incidents and issues in the class from children who are demonstrating self-esteem and anger issues at home	INSET training provided.	Senior Leadership Team	Ongoing Cost: 14 hours of lunchtime staff overtime and 7 hours counsellor time £3,014.20
Resources to support PPG pupil with visual impairment. Including adult support in the classroom as well as enlarged print and ICT equipment.	Pupil can access all curriculum areas successfully and is less physically fatigued at the end of the day.	Partnership with parents, support and advice from the visual impairment team.	Pupil progress meetings One-planning process and SENCo monitoring Parent partnership	SENCo	Ongoing as part of one-plan process Termly in pupil progress Cost: £2000 Includes LSA time & resources yet to be determined.
Pupil Premium Tutor employed to work with individuals and support one-planning with SENCo and teachers.	Best outcomes for individual pupils in English and Maths based on data. One-plans for PPG pupils with SEND support	EEF research on effective 1:1 support. SEND review	Pupil progress meetings One-planning process SLT monitoring Case studies	SENCo	Cost: employment of PPG tutor (SC) £32,908.78

	progress.				
Total Budget Cost					£
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?
Parent Support	Support offered to parents experiencing difficulties at home, leading to improved home-school relationships, improved attendance and learning behaviours, improved home environment for PPG pupils	An increased number of families need additional support due to school closures, job losses and other COVID-19 impact. Early intervention with families reduces negative impact on pupils learning and wellbeing.	Pastoral Support Officer to report on actions taken during Planning & Monitoring meetings	Pastoral Support Officer Inclusion Lead Head	Ongoing Cost: Counsellor – 30% of total salary £8,452.52
Healthy snack	PPG children will have access to a healthy snack for break time every day so that they are ready to learn	Healthy snacking provides children's brains with the nutrients it needs, and missing out on healthy snacks can negatively affect school performance.	Children will receive a token each day which they can exchange for a healthy snack from the canteen	Office Inclusion Manager	Termly Cost: (£1 per child per week) £3,686
School Trips support	PPG pupils will have subsidised rates for school trips to enable them to take part in a wider range of educational experiences that parents may not be able to afford otherwise.	Cultural Capital. All pupils being able to access all areas of the curriculum.	Trips subsidised as appropriate.	Office SBM	Cost: (£4 per child) £388
Wrap-around Club support	PPG pupils will have subsidised rates for Breakfast club attendance so that they are nourished and ready to learn in the morning. Also intended to improve attendance.	All pupils being able to access wrap-around care in order to support families in work and ensure additional opportunities to socialise, eat and learn in a positive environment.	Wrap-around provided at a lower cost as appropriate.	Office SBM	Cost: (£1 per child per day) £18,430
Total Budget Cost					

2019/2020 Academic Impact

Year 6 - 28 pupils (each pupil = 29%)		
	Pupil Premium Pupils	All Pupils Nationally
Reading	Age Related Expectation %	Age Related Expectation %
	Deeper Level of Understanding %	Deeper Level of Understanding %
	Progress	Progress
Writing	Age Related Expectation %	Age Related Expectation %
	Deeper Level of Understanding %	Deeper Level of Understanding %
	Progress	Progress
GPS	Age Related Expectation %	Age Related Expectation %
	Deeper Level of Understanding %	Deeper Level of Understanding %
	Progress	Progress
Mathematics	Age Related Expectation %	Age Related Expectation %
	Deeper Level of Understanding %	Deeper Level of Understanding %
	Progress	Progress

Year 5 - 29 pupils (each pupil = 30%)				
	% 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				
Writing				
Mathematics				

Year 4 - 26 pupils (each pupil = 27%)				
	% 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				
Writing				
Mathematics				

Year 3 - 19 pupils (each pupil = 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				
Writing				
Mathematics				

