



*The Diocese of Chelmsford*

*Vine Schools Trust*

*Pupil Premium Policy*

**Rolph Church of England Primary School  
2020 -2021**

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## 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 Schools 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 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 Family Learning Projects
  - 3.1.8 Providing experiences to broaden horizons and raise aspirations and cultural capital
  - 3.1.9 Regular training for specific staff, based on a pupil needs audit
  - 3.1.10 A curriculum, under constant review which is designed to offer maximum flexibility to meet the needs of individuals
  - 3.1.11 Structured Conversations with pupils and parents to identify barriers
  - 3.1.12 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 Headteacher will produce regular reports/ action plans for the Local Schools 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 Schools 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 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.

## Rolph Church of England Primary School

Pupil Premium Grant 2020- 2021	
Academic Year	2020 -2021
Number of pupils on roll	209
Number of pupils eligible for pupil premium funding	38
Amount of Pupil Premium Grant received	£30,935
Amount of Pupil Premium Grant carried forward from 2019-2020	£9,250
Amount of Pupil Premium Grant available for 2020-2021	£40,185
Date of most recent internal PP review	06/01/21
Date of next internal review of this strategy	14/04/21
2019-2020 expenditure	£29,907

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

There are a small number of PPG pupils across Rolph 38 (18 %). 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.

- **Academic learning Skills, Achievement and Enrichment:** some pupils lack resilience required to persevere when learning tasks are difficult; some pupils lack support from home so that learning is not reinforced; some PPG pupils have SEND and require individual support to make progress; some pupils come to school with speech and language skills below that expected at their age; some pupils have weaker key learning skills below that expected at their age; some do not have experience outside of their immediate local area and have little experience of other cultures.
- **Parental Involvement:** Complex family and social issues which can impact on parental engagement and support for learning; social and emotional difficulties, including wellbeing and physical health; for some parents education is a low priority in the home, leading to a lack of encouragement and development; behaviour regimes lack of consistency in the home. This leads to a lack of aspiration in some children.
- **Attendance and Punctuality:** attendance of PPG children overall is lower than national average, this lost learning time negatively impacts their attainment and progress.
- **Behaviour:** for some children behaviour is a barrier to learning and to making good progress, and may lead to loss of learning time, including potential exclusions

Outcomes			
	Desired outcomes and how they will be measured	Success Criteria	Review of impact
1	<b>Attainment in English and Maths</b> - Pupils to make at least expected progress from their starting point, and in line with their peers.	100% of year 2 and 6 PPG pupils at age related expectations in reading, maths and writing by end of 20/21  100% of year 1 PPG pupils meeting at least expected level in phonics screen in summer 2021  Year 4 pupils meet national expectations in multiplication checks Summer 2021	
2	<b>Attendance</b> - Attendance figures will show that attendance of PPG children has improved and overall reaches at least 94%  <b>Reduction in number of exclusions</b>	PPG pupil's current attendance improves and overall reaches at least 94%.	Autumn Term 2021 attendance: Whole school attendance: 97.15% PPG: 94.71% FSM: 99.29%
3	<b>Enrichment and Engagement</b> - Children to participate fully in the curriculum, including out of class visits and visitors and after school clubs to broaden experience and skills and improve health and wellbeing. <b>NB Due to the Covid 19 pandemic, after-school and extra-curricular visits have been restricted during 2020-2021.</b>	Attendance records of clubs and wider activities will demonstrate that PPG children have taken part in a wider range of opportunities	
4	<b>Parental involvement</b> - Increase parental support for learning at home. <b>Spring 1 2021: due to the restrictions in England from September 2020 and restricted attendance in schools from January 2021, there has been a suspension of in person meetings at school.</b>	Parents engage by attending meetings and workshops and complete follow up work. Increased engagement with home learning.	

**Planned Expenditure 2020/21**

**Quality of Teaching for All**

Action	Intended Outcome	Costs	Evaluation
<p>In class interventions and quality first teaching to boost reading and writing skills in KS1 and KS2</p> <p>Pupil One plans target individual SEND needs with appropriate strategies</p>	<p>Spelling, punctuation and grammar understanding and application in writing is improved.</p> <p>Pupils are able to produce extended pieces of writing using the strategies they have been taught and linking these to their SPAG learning.</p> <p>Children are on track to meet ARE by the end of 2020/21.</p>	<p>£620 SEND resources</p>	
<p>To improve outcomes for reading by investing in Accelerated Reader and improved selection of books for KS1 pupils. Research shows that children who read for pleasure are more likely to make good progress in reading and be successful learners</p>	<p>Reading outcome for PPG pupils are at ARE PPG /SEND rapid progress from starting points Confidence, independence and resilience has improved and children are accessing books at a level that challenges them</p>	<p>£2,809</p>	
<p>Core mathematical skills address gaps in numeracy</p>	<p>Maths outcomes are improved and pupils are at ARE PPG/SEND rapid progress from starting points Multiplication tables rapid recall is improved in KS2 Pupils have improved engagement in home learning via use of online My Maths subscription Teaching support staff used to ensure quality first teaching is in place</p>	<p>£100 White Rose Maths premium resources  £339 My Maths subscription</p>	
<p>Phonics Intervention Groups introduced Autumn 2020 in KS1 and Year 3</p>	<p>Phonics interventions for targeted pupils in Years 1, 2, &amp; 3 Phonics outcomes are improved and pupils are at ARE PPG/SEND make rapid progress from starting points. Confidence, independence and resilience has improved and children are developing their reading skills.</p>	<p>£17,519 TA &amp; HLTA costs</p>	
<p>1. Support for specific named disadvantaged children</p>	<p>targeted support for disadvantaged children, make further progress through interventions and targeted support within class</p>	<p>£8,758 TA &amp; HLTA costs</p>	

## Planned Expenditure 2020/21

### Wider Approaches

Action	Intended Outcome	Costs	Evaluation
Provide enrichment experiences for PPG pupils Surveys before and after trips	Improved PPG pupils' Cultural Capital awareness and life experiences. Pupil Parent Survey show they have enjoyed experiences Pupils have an opportunity to continue with activities Individual projects produced Pupils show increased confidence, resilience and enjoyment independence has improved in life skills.	£ Contribution to trips and enrichment activities	Spring 1 2021: due to the restrictions in England from September 2020 and restricted attendance in schools from January 2021, there has been a suspension of school trips, visits and visitors in school.
Set up increased outdoor learning opportunities across the year; based on quality first teaching this has the added benefit of contributing to language development, creativity, knowledge and understanding of the world, well-being and attendance, which in turn impacts on raising standards.	Improved PPG pupils' Cultural Capital awareness and life experiences. Pupils show increased confidence, resilience and enjoyment independence has improved in life skills.	£620 Staff CPD on outdoor learning (Autumn 2020) funded by charity grant	
Improve attendance and punctuality, SAMs meeting Register checks, weekly celebration assemblies recognise high attendance levels & termly individual attendance awards. Information on importance of attendance shared with parents/carers	Attendance has risen to 96% + for PPG pupils	£300	18.12.20 Attendance matters newsletter sent to parents/carers to celebrate and inform on importance of attendance. Attendance rewards presented to individual pupils Dec 2020.  Autumn Term 2020: Whole school attendance:97.15% PPG: 94.71% FSM: 99.29%
Use of outside agencies to improve	Decrease in time lost due to behaviour	£6,500	

behaviour and support well-being of pupils where appropriate Meetings with parents/carers.	Improved pupil well-being	Agencies (eg MTEP/ counselling)	
To fund breakfast club to improve attendance for PPG pupils	Ensure all PPG pupils are fed and prepared for learning at the start of the day. Pupils show increased confidence, resilience and enjoyment independence has improved in life skills	£2,000	Autumn 2020: attended by 1 PPG pupils on 90.14% of days the club ran. January 2021: under restricted access to school, families requesting places were nil in January, so provision was reduced to attendance at school from 8.30am.
Provide curriculum information for parents/carers including a range of ways to access information	Increased parent attendance at curriculum workshops and use of resources provided by the school to help support parental engagement with children's learning Resources for PPG parents to take home to use with their children Raise knowledge and understanding of phonics, reading, e-safety and maths calculations. Raise aspirations, motivation and engagement of parents.  <b>Spring 1 2021: due to the restrictions in England from September 2020 and restricted attendance in schools from January 2021, there has been a suspension of in person meetings at school.</b>		Remote Education Provision from January 2021 has included providing IT equipment and resources for pupils where this is necessary to overcome barriers to accessing remote education.
Use online learning platforms to increase engagement with learning beyond the classroom	Parental involvement - Increase parental support for learning at home. My Maths subscription: MyOn subscription/Renaissance	£620	Spring 1: books provided for families during restricted school access started from 04.01.21, to support reading during remote education phase. Online MyOn reading platform accessible for families. Devices provided to families needing these to enable them to access remote education

			provision - including DfE devices and school devices. Work packs provide on a 1 to 1 basis as needed.
<b>Total Budget Cost</b>			£41,185