



The Diocese of Chelmsford

Vine Schools Trust

Pupil Premium Policy

**Rolph Church of England Primary School
2019-20**

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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).

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 1:1 learning interviews
 - 3.1.8 Family Learning Projects inc Art Therapy
 - 3.1.9 Providing experiences to broaden horizons and raise aspirations and cultural capital
 - 3.1.10 Regular training for specific staff, based on a pupil needs audit
 - 3.1.11 A curriculum, under constant review which is designed to offer maximum flexibility to meet the needs of individuals
 - 3.1.12 Structured Conversations with pupils and parents to identify barriers
 - 3.1.13 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 Head of school 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

Rolph Church of England Primary School

Number of Pupils and Pupil Premium Grant Received	
Academic Year	2019- 20
Number of pupils on roll	197
Number of pupils eligible for pupil premium funding	22
Amount of Pupil Premium Grant received	£39,157
Date of most recent internal PP review	31/08/2020
Date of next internal review of this strategy	15/12/2020
2019-20 planned expenditure	36055
2018-19 expenditure	28473

Summary of the main barriers faced by eligible pupils

There are a small number of PPG pupils across Rolph (11%). 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 (7 as of Spring 1 2020) 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 is lower than national average, this lost learning time negatively impacts their attainment and progress.

Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
1	Attainment in English and Maths - Pupils to make at least expected progress from their starting point, and in line with their peers.	SATs results and other end of year tests and teacher assessment will show PPG children have made expected progress against their starting points.
2	Enrichment and Engagement - 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.	Attendance at visits/Visitors Attendance records of clubs and wider activities will demonstrate that PPG children have taken part in a wider range of opportunities
3	Attendance - Attendance figures will show that PPG children have reached at least the attendance target of 96%+	PPG pupils current attendance of 93.1% (based on 27 pupils) as of 23 rd January 2020, will improve in line with desired 96%+
4	Parental involvement - Increase parental support for learning at home.	Parents engage by attending meetings and workshops and complete follow up work.

Planned Expenditure			
Academic Year	2019/20		
Quality of Teaching for All			
Action	Intended Outcome Estimated impact did you meet the success criteria....	Lessons Learned (Review spring/summer)	Costs
1. Writing Booster groups introduced Spring 2020 yr2 & 6 Summer 2020 yr5	Children are able to write in a cursive script with neat presentation. Spag outcomes are improved and are at ARE Pupils are able to produce extended pieces of writing using the strategies they have been taught and linking these to their SPAG learning.	Postponed to 20/21 due to pandemic and school being locked down	Actual and Planned Costs £2651 Total HLTA costs ½ day pw £4328 Total SENCO costs 2hrs pw £550 teacher overtime pay for after school booster group
1. To improve outcomes for reading by investing in Accelerated Reader	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 the online books at home, at a level that challenges them	Postponed to 20/21 due to pandemic and school being locked down	Actual and Planned Costs £4371 scheme, training, software, online books.
1. Maths Booster groups introduced Spring 2020 Yrs2 + 6	Maths outcomes are improved and pupils are at ARE PPG/SEND rapid progress from starting points Confidence, independence and resilience has improved and children are developing their ability in; YR6 reasoning YR 2 arithmetic and times tables	Postponed to 20/21 due to pandemic and school being locked down	Actual and Planned costs £2651 Total HLTA costs ½ day pw £550 teacher overtime pay for after school booster group

<p>1. Phonics</p> <p>Intervention Groups introduced Autumn 2019 Yr 1, 2 and 3</p>	<p>LSA to provide phonics interventions for targeted pupils in Yr 1,2, & 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>Reading – Year 1 upgraded 14.3% Year 2 upgraded 16.7% Year 4 upgraded 10% Year 5 upgraded 12.5%</p> <p>Writing: - Year 1 upgraded 14.3% Year 2 upgraded 16.7% Year 4 upgraded 10% Year 5 upgraded 12.5%</p>	<p>Actual and Planned Cost £2651 Total HLTA costs ½ day pw</p>																								
<p>1. 1:1 sessions provided for specific named disadvantaged children for reading, writing, maths</p>	<p>Through 1:1 targeted support for disadvantaged children, make further progress through interventions and targeted support within class: 3.5 hrs per day</p>	<table border="1"> <tr> <td colspan="3" data-bbox="930 600 1361 734"> <p>Maths interventions Percentage of PPG Children at ARE or above (2019-2020)</p> </td> </tr> <tr> <td data-bbox="930 745 1026 779">Class</td> <td data-bbox="1034 745 1177 779">Aut 2019</td> <td data-bbox="1185 745 1361 779">Spring 2020</td> </tr> <tr> <td data-bbox="930 790 1026 824">Y6</td> <td data-bbox="1034 790 1177 824">25%</td> <td data-bbox="1185 790 1361 824">75%</td> </tr> <tr> <td data-bbox="930 835 1026 869">Y5</td> <td data-bbox="1034 835 1177 869">37.5%</td> <td data-bbox="1185 835 1361 869">50%</td> </tr> <tr> <td data-bbox="930 880 1026 913">Y4</td> <td data-bbox="1034 880 1177 913">40% (incl 10%GD)</td> <td data-bbox="1185 880 1361 913">40% (incl 10%GD)</td> </tr> <tr> <td data-bbox="930 925 1026 958">Y3</td> <td data-bbox="1034 925 1177 958">50%</td> <td data-bbox="1185 925 1361 958">50%</td> </tr> <tr> <td data-bbox="930 969 1026 1003">Y2</td> <td data-bbox="1034 969 1177 1003">16.7%</td> <td data-bbox="1185 969 1361 1003">16.7%</td> </tr> <tr> <td data-bbox="930 1014 1026 1048">Y1</td> <td data-bbox="1034 1014 1177 1048">28.6%</td> <td data-bbox="1185 1014 1361 1048">42.9%</td> </tr> </table>	<p>Maths interventions Percentage of PPG Children at ARE or above (2019-2020)</p>			Class	Aut 2019	Spring 2020	Y6	25%	75%	Y5	37.5%	50%	Y4	40% (incl 10%GD)	40% (incl 10%GD)	Y3	50%	50%	Y2	16.7%	16.7%	Y1	28.6%	42.9%	<p>Actual and Planned Cost £7549 Total 1:1 LSA costs 3:5 hrs pd</p>
<p>Maths interventions Percentage of PPG Children at ARE or above (2019-2020)</p>																											
Class	Aut 2019	Spring 2020																									
Y6	25%	75%																									
Y5	37.5%	50%																									
Y4	40% (incl 10%GD)	40% (incl 10%GD)																									
Y3	50%	50%																									
Y2	16.7%	16.7%																									
Y1	28.6%	42.9%																									

Planned Expenditure			
Academic Year	2019/20		
Other Approaches			
Action	Intended Outcome Estimated impact did you meet the success criteria....	Lessons Learned (Review spring/summer)	Costs
<p>2. Provide trips and enrichment experiences for PPG pupils (Pioneer, Yr6 Residential, Museums, Music lessons, Panto, Crucial crew) Surveys before and after trips Presentations and project books</p>	<p>Improved PPG pupils' Cultural Capital awareness and life experiences. Pupil Parent Survey show they have enjoyed experiences and a % may take up these activities. Pupils have an opportunity to continue with activities Individual projects produced Pupils show increased confidence, resilience and enjoyment independence has improved in life skills.</p>	<p>The school supported children to attend the Y6 Kingswood Residential, Colchester Castle, Rugby, Ipswich Transport Museum, Crucial Crew, Horrible Histories theatre show, Colchester Zoo and the Saxon and Vikings Workshop.</p> <p>Costs were lower than expected because trips were cancelled with the pandemic.</p>	<p>Planned Costs £4300</p> <p>Actual Costs £644</p>
<p>2. Provide 'Outdoor Adventure'</p>	<p>Improved PPG pupils' Cultural Capital awareness and life experiences.</p>	<p>Staff have received training and a gate has been installed to enable the children to access the forest directly from the school playing field.</p>	<p>Planned Cost £2000</p> <p>Actual Cost £695 Staff</p>

opportunities for PPG pupils	Pupils show increased confidence, resilience and enjoyment independence has improved in life skills.		training, initial resources
2. Fund lunchtime provision for 2 PPG pupils who require support at unstructured times of the day	Social skills enhanced Build independence in creating own play with support	An MDA was employed, which strengthened the lunch time provision and improved support and opportunities provided to the children.	Planned cost £1767 Actual cost £1767
3.To improve attendance and punctuality, SAMs meeting Register checks, Class attendance certificates Celebration assemblies Review attendance policy	Attendance has risen to 96% + for PPG pupils Aquinas or equivalent external attendance agency (% funded from PPG)	During the Autumn Term was 96.06%. Following this the pandemic impacted the school and at points the school was closed to all but key worker children. The office received support from Essex County Council Attendance team to ensure that attendance is followed up in the correct way and to help the office respond effectively. Aquinas was not approved.	Planned cost £800 Actual cost £0
3. To fund breakfast club and after school clubs to improve attendance and enhance extra-curricular life experiences for PPG pupils	Improved PPG pupils' Cultural Capital awareness and life experiences 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	Breakfast club supported children in arriving to school on time and having a breakfast to support them with their learning for the day. The interactions at Breakfast club enabled the children to play with peers from their class, as well as those in different year groups.	Planned cost £1500 Actual cost £0
4. To provide Parental workshops to increase involvement in children's learning. Survey of parents Parent register Personal invites for PPG pupils	Increased parent attendance at workshops and meetings for phonics, reading, E safety and maths calculations. 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.	Unfortunately, we were unable to provide the parent workshops due to the pandemic.	Planned cost £800 Actual cost £0
Total Actual Cost			£29907