



Diocese of Chelmsford Vine Schools Trust

*The Diocese of Chelmsford*

*Vine Schools Trust*

*Pupil Premium Policy*

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

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

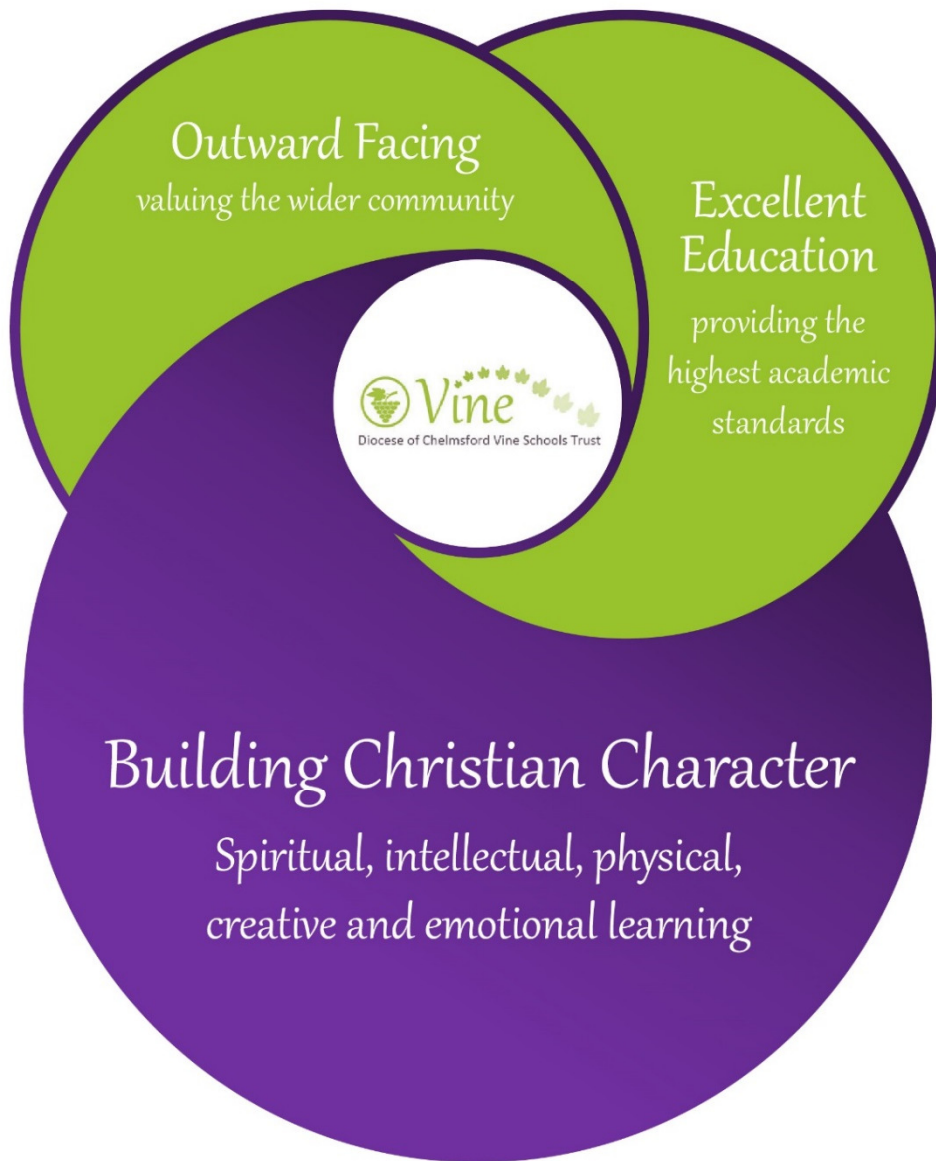
<b>[Name of Academy]</b>	
Approved by:	Local Governing Body/Local Board
Signed (Chair of Local Governing Body/Local Board)	
Date:	

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## November 2017 Amendments

3.1.8 - clarified

# 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 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

## 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 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 (individual academies to insert).
- 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

XXXX Church of England Primary School

Number of Pupils and Pupil Premium Grant Received	
Academic Year	
Number of pupils on roll (October xxxx census)	
Number of pupils eligible for pupil premium funding	
Amount of Pupil Premium Grant received	
Date of most recent internal PP review	
Date of next internal review of this strategy	

Summary of the main barriers faced by eligible pupils

Outcomes	
Desired outcomes and how they will be measured	Success Criteria



<b>Planned Expenditure</b>					
Academic Year					
<b>Quality of Teaching for All</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?
<b>Total Budget Cost</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?
<b>Total Budget Cost</b>					£
<b>Other Approaches</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?
<b>Total Budget Cost</b>					£

<b>Review of Expenditure</b>				
Academic Year				
<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
<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
<b>Other Approaches</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

2015/2016 Academic Impact

Year 6 - ? pupils (each pupil = ?%)		
	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 %
Mathematics	Age Related Expectation %	Age Related Expectation %
	Deeper Level of Understanding %	Deeper Level of Understanding %
	Progress	Progress

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

Year 2 - ? pupils (each pupil = ?%)				
	% 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				
Writing				
Mathematics				
% attaining phonics screening (Y1 and 2 combined)				

Year 1 - ? pupils (each pupil = ?%)				
	% 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				
Writing				
Mathematics				
% attaining phonics screening				

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