



Diocese of Chelmsford Vine Schools Trust

*The Diocese of Chelmsford*

*Vine Schools Trust*

*Pupil Premium Policy*

**Ridgewell Primary School**

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

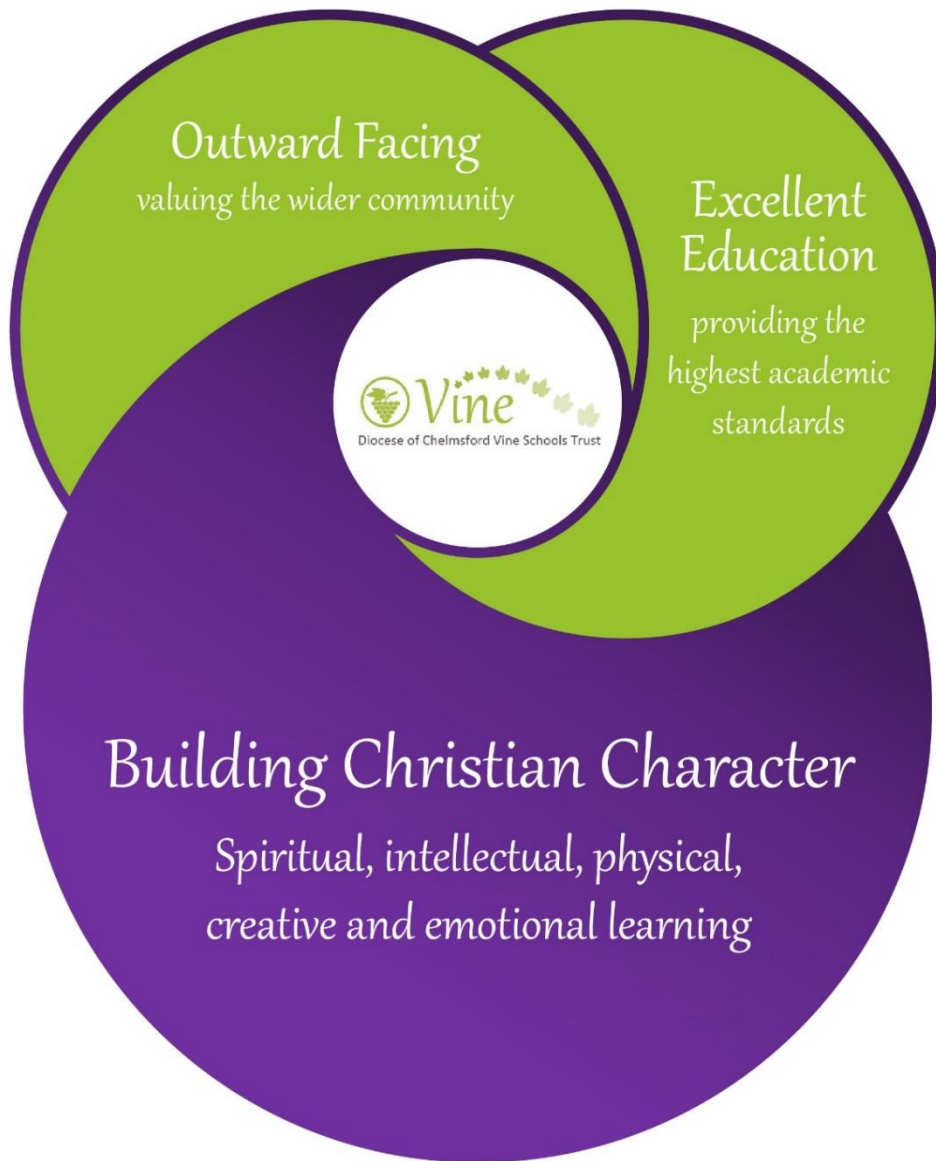
<b>Ridgewell PRIMARY school</b>	
Approved by:	Local Governing Body/Local Board
Signed (Chair of Local Governing Body/Local Board)	
Date:	Autumn Term 2020/21

Policy Reference:	
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Next review date:	Summer 2021

### **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



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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/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 regular pupil assessment, pastoral care and emotional support. Information gathered from pupil parents and 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/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

### Ridgewell Church of England Primary School

Number of Pupils and Pupil Premium Grant Received	
Academic Year	2019/20
Number of pupils on roll (January 2020 census) determining funding amount	69
Number of pupils eligible for pupil premium funding	12
Amount of Pupil Premium Grant received in academic year 2019/20	17538
Amount of Pupil Premium Grant brought forwards from 17/18	0.00
Total amount of Pupil Premium Grant available	17538
Date of most recent internal PP review	
Date of next internal review of this strategy	

Summary of the barriers faced by eligible pupils
1. Background and family circumstances may hinder both academic and emotional progress compared to peers.
2. Speech and language skills and understanding of our disadvantaged children are often less well developed than for other children in school
3. Fine and gross motor skills of some of our disadvantaged children in KS1 are less well developed than for other children in the school
4. A number of disadvantaged children are working below age related expectations in Reading, Writing and Maths. It is notable that some of these children show less determination to succeed when faced with difficulty in understanding or completing a task. There is sometimes a lack of support for continuing and supporting the child's learning in the home environment which further disadvantages this group of children
5. A number of disadvantaged children do not have the same range of enriching and fulfilling experiences outside of school compared to those of their peers, this leads to a feeling of being different and under-valued.

Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
1	To ensure background does not affect opportunities to learn and progress. To instil a stronger emotional resilience and improved self-worth.	Sessions to improve their Metacognition skills and 1:1 support to target areas of specific need.  Emotional First Aid support both individually and in small groups.



		<p>Targetted pupil experiences to raise self esteem, triggering a more positive approach to learning and a feeling of worthiness.</p> <p>Staff to build relationships with the home, offering support and advice in both general parenting skills and targeted support for the child's individual learning needs. To raise attainment will in turn raise self esteem.</p>
2	Speech and Language skills	<p>Speech and language therapist regularly visits school and assesses and advises SENCO, LSAs and teachers. She provides a structured programme.</p> <p>Strategies/interventions are put in place to allow each pupil to make at least expected progress and wherever possible to excel past these.</p>
3	Improved Fine and Gross motor skills in younger children	<p>KS1 activities focussed on pupil support to improve coordination, progress in handwriting and other fine motor skill activities.</p>
4	To ensure progress is at least as good as the child's cohort	<p>Assessment and monitoring of data will present any gaps; strategies or interventions are then put in place to support specific areas of learning. This monitoring to take place on regular basis to ensure the changing needs of the children are identified. To note that repetitive learning and a variety of teaching strategies to ensure the best approach for each child in varying places of need.</p>
5	Equal opportunities and access to enriching and fulfilling experiences	<p>To ensure that each child within school are given the same opportunities and individual background do not disadvantage any child.</p>

Review of Expenditure				
Academic Year		2019/20 allocation 15840		
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 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
1:1 targeted support or small group work	2, 3 and 4	Targetted children progressed at least to same as cohort and in some cases exceeded progress rates- see Jane Mc notes for SLT	Regular SLT in 1:1 school sessions are effective.	
				8600
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
S&L, FAST, emotional first aid	1 and 2	We saw behaviour improvement where emotional first aid has been implemented. Improvement in wellbeing due to other interventions. FAST reported good progress where 1:1 support was provided to children and families concurrently.	Introduction of CPOMS for recording has proved an effective tool for whole school monitoring, information sharing and tracking individual children for patterns. Monitoring is key to ensuring appropriate interventions are put in place and the impact they are having. Input from TA, Class Teacher, Pupil and Home.	2000
Financial Assistance	1 and 5	All children have same opportunities as their peers regardless of background	Knowledge of families and whether financial need is always appropriate or required.	350

SENCO	1 - 5	A coordination of teaching and agency staff working with a child to ensure a package of learning put together with the appropriate time and resources to ensure a positive impact on both academic progression and emotional woth	Ability to work with a variety of staff and outside agencies. Recognition that resources and time are stretched and to help ease the workload on teaching staff and direct interventions (with adequate training to delivery) to Teaching Assistants as appropriate	4000
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Planned Expenditure					
Academic Year			202021 allocated amount 17040		
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?
To ensure progress is at least as good as the child's cohort	Quality first teaching is accessed by all children. Mastery learning is taught, in particular for maths.	Moderate impact for low cost	Weekly monitoring SENCO, Class Teacher and TA	SLT, SENCO CT	Ongoing reviews take place. Data reviewed half termly
To ensure all eligible children are assessed individually and any requirements are met immediately	TA support to ensure expected and where possible, exceeded progression in reading, writing and maths	Where TA support for individual pupils or small groups, which on average show moderate positive benefits.	Weekly monitoring class Teachers, TA and SENCO	SENCO	Interventions monitored termly, effectiveness of small group work monitored weekly.
<b>Total Budget Cost of proportion SENCO for PPG children</b>					<b>£ 5300</b>
Targeted Support					
Action	Intended Outcome	What is the evidence and rationale for this	How we will ensure it is implemented	Staff Lead	When we will review the

		choice?	well		action?
Ensuring at least expected progress in Reading, Writing and Maths	1:1/Small Group tuition to support maths and literacy with an experienced teacher or HLTA	Moderate impact for high cost	Monitoring (SENCO), pupil voice & monitoring of data	SENCO	Weekly. Data reviewed half termly. (£5300 TA Support time-average of 1hr per week per child)
To ensure background does not affect opportunities to learn and progress	Emotional First Aid – emotional support with HLTA who is trained in emotional first aid. Either 1:1 or small group sessions	Moderate impact for moderate cost	Monitoring (SENCO)	SENCO	Weekly Emotional First Aider-TA time
To ensure all eligible children are assessed individually and any requirements are met immediately	Speech and Language programme to develop skills if and where required	Moderate impact for very low cost – slightly higher cost due to employment of qualified speech and language therapist who makes two visits per term for eligible children	Liaison with Let’s Talk, monitoring of programmes half termly with SENCO and class teacher	SENCO	Half termly (1050 Let’s Talk)
To ensure progress is at least as good as the child’s cohort	SENCO targeted support to include communication with outside agencies and purchase of specific resources where deemed beneficial	Flexible cost depending on area of need	Monitoring through observation, assessment and conversation with class teacher and TAs	SENCO	Weekly (resources 618)

<b>Total Budget Cost of TA Support, Let's Talk, resources, Emotional First Aider</b>					<b>£ 6350</b>
<b>Other Approaches</b>					
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?
To ensure background does not affect opportunities to learn and progress	Financial assistance in the form of payment for trips, uniforms and clubs	To support the wellbeing of pupils, allowing them to take part in clubs and educational visits that are available to their peers.	Half termly monitoring of spend for each child and ensures there is a need and effectiveness of spend.	TL/VM	Half Termly 1810
Staff are adequately informed in best practice to support the needs of all pupils.	Appropriate CPD to ensure SENCO, Senior Leadership Team and Teaching Support are supporting children to the very best of their ability.	Pupils are supported to make expected progress. Specific areas of need are addressed.	Monitored for effectiveness.  CPD is often shared with all staff during staff meeting time.	SLT	Termly
To ensure good communication between school and home. Kate Holmes (family support worker)	Work with school and home to build relationships and address any issues that are proving a detriment to learning and progress both academically and emotionally	Families are supported through use of family support worker who will offer advice and practical skills for both home and school to ensure child achieves the very best they can during their time at school	Feedback from school and home to evaluate child's emotional well being and academic progress in school	SENCO and Family Support Worker	Weekly (1920)
<b>Total Budget Cost</b>					<b>£ 2270</b>

2019/2020 Academic Impact PLEASE NOTE THAT DUE TO COVID 19 SCHOOLS LOCKED DOWN ON MARCH 23<sup>RD</sup> AND REOPENED FOR CHILDREN IN RECEPTION, YEAR 1 AND YEAR 6 ON 1<sup>ST</sup> JUNE TO 16<sup>TH</sup> JULY OF WHICH ONLY A SMALL PROPORTION CHOSE TO RETURN. IT MUST BE STRESSED THE

MAJORITY OF PUPILS WERE RELIANT ON HOME LEARNING FOR SPRING 2 AND SUMMER 1 AND 2 201920. LAST TEACHER ASSESSMENT WAS INPUTTED SPRING TERM 1

Year 6 – 2 PPG children out of total 9 pupils		
	Pupil Premium Pupils as per Teacher Assessment	All Pupils Nationally – due to COVID19 lockdown there was no formal testing of Year 6 children in Summer 2020
Reading	Age Related Expectation	0%
	Deeper Level of Understanding	0%
	Progress	100%
Writing	Age Related Expectation	0%
	Deeper Level of Understanding	0%
	Progress	100%
GPS	Age Related Expectation	0%
	Deeper Level of Understanding	0%
	Progress	100%
Mathematics	Age Related Expectation	0%
	Deeper Level of Understanding	0%
	Progress	100%

Year 5 – 1 PPG children out of total 9 pupils		
	Pupil Premium Pupils as per Teacher Assessment LAST ASSESSMENT SPRING 2	
Core subjects attainment	Age Related Expectation	R 0% W 0% M 0%
	Deeper Level of Understanding	0%
	Progress	100%

Year 4 – 0 PPG children out of total pupils		
	Pupil Premium Pupils as per Teacher Assessment	
Core subjects attainment	Age Related Expectation	
	Deeper Level of Understanding	
	Progress	

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Year 3 – 4 PPG children out of total 16 pupils		
	Pupil Premium Pupils as per Teacher Assessment	
Core subjects attainment	Age Related Expectation	M 50% R 50% W 25%
	Deeper Level of Understanding	0%
	Progress	100%
	Deeper Level of Understanding	0%

Year 2 – 1 PPG children out of total 4 pupils		
	Pupil Premium Pupils as per Teacher Assessment – LAST ASSESSMENT SPRING 2	All Pupils Nationally – due to COVID19 lockdown there was no formal testing of Year 2 children in Summer 2020
Core subjects attainment	Age Related Expectation	R 0% W 0% M 0%
	Deeper Level of Understanding	
	Progress	

Year 1 – 1 PPG children out of total 11 pupils		
	Pupil Premium Pupils as per Teacher Assessment – LAST ASSESSMENT SPRING 2	
Core subjects attainment	Age Related Expectation	R 0% W 0% M 0%
	Deeper Level of Understanding	
	Progress	

Year Reception – 1 PPG children out of total 8 pupils PLEASE NOTE THAT DUE TO THE COVID 19 OUTBREAK THE EYFS FRAMEWORK WAS TEMPORARILY DISAPPLIED AND MODIFIED CERTAIN ELEMENTS OF THE EYFS FRAMEWORK EFFECTIVE DATE APRIL 2020 TO THE END OF THE 201920 ACADEMIC YEAR		
	Pupil Premium Pupils as per Teacher Assessment – CHILDREN ASSESSED AT	

	START RECEPTION AND ONCE AGAIN END AUTUMN TERM	
	Emerging	
	Expected 100%	
	Exceeding	