



Polegate

SCHOOL

Pupil Premium Report

2013-2014

These funds are designed to close the gap between pupils considered to be disadvantaged through low-income, and all other pupils, by addressing inequalities and targeting support at these pupils. Any pupil eligible for FSM at any time in the preceding 6 years also attracts Pupil Premium funding, as deprivation at earlier stages of education is perceived to impact upon learning and prior attainment, regardless of the current parental income situation.

429 pupils in total on roll

23% of pupils at Polegate attract the Pupil Premium. This represents pupils who are currently entitled to free school meals and those who have ever been free school meals within the last 6 years.

Of this figure 45% are girls and 55% are boys.

Pupil Premium Funding

£90,535.00

All areas identified for action and strategy using the Pupil Premium funding are included as priorities in the School Development Plan. Priorities are informed by rigorous school self-evaluation. Future planning for Pupil Premium spending will be part of the annual evaluation process.

Pupil Premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

Careful analysis of internal and external pupil level data, historical attainment and progress rates, and huge amount of qualitative data was undertaken to ensure these funds are used to maximum effect.

We have used research and publications including those from the Ofsted Good Practice Series, and findings of studies undertaken by the Sutton Trust to enable us to make decisions relating to provisions.

Learning without limits

Our vision for all children. Yet we recognise that one of the biggest barriers for children can be poverty of expectation and so we are determined to create a climate that does not limit a child's potential in any way.

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to exceed expectations.

'Pupils achieve well and are all encouraged to do their best, irrespective of ability, disability, social background, ethnicity or gender.' Inclusion Quality Mark 2014

Accreditations reflecting our best practice include: Artsmark Gold, Healthy schools Mark, ICT Mark, Inclusion Mark and we become a 'Centre of Excellence.' 2014

When considering how this money is spent we look in detail at the context of the school.

Common barriers for FSM children can be less support at home, weak language and communication skills and attendance and punctuality issues. The challenges can be varied and there is no 'one size fits all.' Our approach reflects this.

Nature of support 2013/14

objective	How this was achieved	How many FSM had intervention. % attaining national expectations.								
<ul style="list-style-type: none"> Increase standards of reading. Ensure all children learn to read and write early and well. <p>£20,058.93</p> <p>Additional key Stage 2 support £4169.45</p>	<p>Reading Recovery teacher Reading Recovery is a short term intervention for children who have the lowest achievement in literacy learning in their first years at school. Children are taught individually by a specially trained teacher for 30 minutes a day for an average of 12-20 weeks. The goal is for children to develop effective reading and writing strategies in order to work within the average range of classroom performance. Reading Recovery has a strong track record of preventing literacy failure for many children through early intervention. (see full report)</p>	<p>Pupils attending RR are significantly behind in progress before starting. Of pupils who have attended RR 75% of FSM pupils are now meeting national expectations in reading and 63% of FSM pupils are meeting age related expectations in writing.</p> <p>All pupils in the 20 weeks of Reading Recovery made at least 1 years progress. One pupil made almost 2 years progress. During the 20 weeks all pupils made at least 2 sub levels progress in reading and writing.</p> <table border="1" data-bbox="1023 842 1487 943"> <tr> <td colspan="2">In Year 1 Pupils meeting age related expectations:</td> </tr> <tr> <td>Reading: 75%</td> <td>Writing: 75%</td> </tr> </table> <table border="1" data-bbox="1023 976 1487 1077"> <tr> <td colspan="2">In Year 2 Pupils meeting age related expectations:</td> </tr> <tr> <td>Reading: 75%</td> <td>Writing: 50%</td> </tr> </table> <p>All pupils who have not made rapid progress also have significant special needs. One child has a statement. One Y2 pupil joined the school in Nov 2013 significantly below in progress.</p> <p><u>BRP- delivered by Support Staff to KS2 pupils:</u> 8 pupils were supported. 2 pupils with additional special educational needs made 1 sub level progress 3 made 2 sub levels 2 made 3 sub levels</p>	In Year 1 Pupils meeting age related expectations:		Reading: 75%	Writing: 75%	In Year 2 Pupils meeting age related expectations:		Reading: 75%	Writing: 50%
In Year 1 Pupils meeting age related expectations:										
Reading: 75%	Writing: 75%									
In Year 2 Pupils meeting age related expectations:										
Reading: 75%	Writing: 50%									
<ul style="list-style-type: none"> Encourage use of and engagement in the school library whilst ensuring equal opportunity. Promote reading for pleasure and challenge our more able. <p>£638.00</p>	<p>Junior librarian This allowed us to create an engaging online library for pupils, staff and parents in order to track reading progress and trends across the whole school, ensuring that all pupils were using the library to access books. We were able to embed the library into the teaching of ICT and literacy and engage with parents using the IMLS app.</p>	<p>All pupils use Junior Librarian to access reading books daily. Teachers can track pupil usage as well as how long they take books for. Pupils can login to their account via ipads and view their reading record with parents at home. Analysis of borrowing showed above average usage of Junior Librarian by FSM pupils in Y4 and 5. This capacity is growing in the school In every year group at least one top ten borrow was also FSM. At the end of 2014 51 books were</p>								

<p>£1997.00</p> <ul style="list-style-type: none"> Encourage daily reading practice and greater support at home. <p>£nil use Scholastic rewards to purchase books</p>	<p>Accelerated Reader An online system that motivates pupils to read books. Assesses each child's level and then allows children to quiz after reading their book. Encourages daily reading for all children of all abilities.</p> <p>Reading Raffle We encourage pupils to read daily through awarding raffle tickets for those children reading 7 days in a row. The winners select a book from a range of appealing texts we have invested in.</p>	<p>unreturned by pupils. 41% were from FSM pupils. The school will explore how greater value of books can be fostered by pupils and parents supported.</p> <p>This has had an extremely motivating impact on all pupils. All pupils quiz regularly and are keen to achieve 100% in their comprehension of the text. AR gives teachers additional information about each pupil's progress. FSM pupils can be compared to the progress of non FSM as well as identifying any specific needs to help children make greater progress. AR summaries indicated average age related levels were:</p> <table border="1" data-bbox="1023 801 1485 1205"> <tr> <td>Year groups closing the gap in reading to 1 sub level difference</td> <td>4 33%</td> </tr> <tr> <td>Year groups who have closed the gap</td> <td>3 25%</td> </tr> <tr> <td>Year groups who have closed the gap and FSM exceed non FSM pupils</td> <td>1 8%</td> </tr> <tr> <td>Year groups not yet closing the gap however in one class there is only one FSM pupil.</td> <td>2 17%</td> </tr> </table> <p>All pupils are actively encouraged to home read. Reading Raffle tickets have successfully rewarded pupils weekly and all pupils have an equal chance of winning. FSM pupils are supported by class teachers to take part and good communication with parents is established to ensure an equal opportunity for them</p>	Year groups closing the gap in reading to 1 sub level difference	4 33%	Year groups who have closed the gap	3 25%	Year groups who have closed the gap and FSM exceed non FSM pupils	1 8%	Year groups not yet closing the gap however in one class there is only one FSM pupil.	2 17%
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<p>£1,390 £2,200 £1399.35</p>	<p>Training</p> <p>1st Class@ number 1 and 2(TA intervention)</p> <p>Success@Arithmetic</p> <p>Numbers Count (Becky Chadwick)</p> <p>Every Child's a reader (Tracy Wallis)</p>	<p>(For progress see early morning intervention summary below)</p> <p>16 children took part</p> <p>9 children took part</p> <p>6 children took part</p> <p>8 children took part (8 in BRP)</p> <p>Teacher and TAs were supported by the link teacher throughout. Liaison enabled all to be up to date in training and knowledge in to</p>								

	Thrive well-being project (Inclusion)	ensure all FSM pupils completing intervention have the best opportunities to progress.						
<ul style="list-style-type: none"> Provide high quality support, advice and information to parents to support them overcome challenges. <p>£6,831</p>	<p>Family Support Keyworker (FSK)</p> <p>The advisor is able to target families identified by our Inclusion Team that would benefit from support. This highly personal intervention supports each family's individual needs.</p>	<p>4 children and their families have been involved</p> <p>50% have maintained good attendance or improved attendance.</p>						
<p>£605</p>	<p>Speech Therapy</p> <p>The therapist works with children identified through the infant language link assessment as having severe to moderate delay.</p>	<p>8 children</p> <p>100% have made progress</p> <p>50% have made an increase of over 25 points (standardised score)</p>						
<p>£1,900</p>	<p>Educational Psychologist</p> <p>Observations and assessments of children</p> <p>Support and advice for specific individuals</p>	<p>Observations and assessments of 6 children</p> <p>On going support for 3 children</p> <p>An increase in banding for 1 child from band 2 to band 3</p> <p>Support for school based plans and future Educational Health care plans</p>						
<ul style="list-style-type: none"> To ensure our pupils are well prepared for the transition to Secondary. <p>£7,466.88 (joint funded with WCS)</p>	<p>Transition TA</p> <p>In partnership with our secondary school we employ a TA jointly to support transition for our vulnerable pupils.</p>	<p>15 pupils in year 6</p> <p>See results below for end of KS2 results.</p>						
<p>£5,642.61</p>	<p>Numbers Count Teacher</p>	<p>In <u>Numbers Count</u> 6 Y2 pupils took part in the intervention.</p> <p>67% of children met age related expectations. 2 pupils who made accelerated progress but not age related also have significant learning difficulties.</p> <table border="1"> <tr> <td>Pupils making 3 sub levels</td> <td>2</td> </tr> <tr> <td>Pupils making 4 sub levels</td> <td>1</td> </tr> <tr> <td>Pupils making 5 sub levels</td> <td>3</td> </tr> </table>	Pupils making 3 sub levels	2	Pupils making 4 sub levels	1	Pupils making 5 sub levels	3
Pupils making 3 sub levels	2							
Pupils making 4 sub levels	1							
Pupils making 5 sub levels	3							
<p>Increasing learning time outside lessons and beyond the school day</p> <ul style="list-style-type: none"> Provide targeted support to pupils in order to accelerate 	<p>Early Morning Intervention</p> <p>Fund 4 teaching assistants to deliver intervention between the hours of 8am and 9am.</p> <p>Train these staff in delivery of Every</p>	<p>In <u>Success@Arithmetic</u> 9 pupils took part in the intervention.</p> <p><u>Y6 pupils x3</u> Over 12 weeks- 100% achieved age related expectations</p> <table border="1"> <tr> <td>Pupils making 2 sub levels</td> <td>1</td> </tr> <tr> <td>Pupils making 3 sub levels</td> <td>1</td> </tr> <tr> <td>Pupils making 4 sub levels</td> <td>1</td> </tr> </table> <p><u>Y5 pupils x6</u> Over 12 weeks- 100% achieved age related expectations</p>	Pupils making 2 sub levels	1	Pupils making 3 sub levels	1	Pupils making 4 sub levels	1
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<p>progress.</p> <p>£9,637.00</p> <p>£3,218.35</p> <p>£53.60</p>	<p>Child Counts: First Class@number 1 and 2 and Better Reading Partnership. These staff work with small groups 1: 4 or individually dependent on the intervention provided. Pupils identified following Pupil progress meetings-termly.</p> <p>Phonics Additional Support- Pupils who did not pass the Y1 phonics test</p> <p>Extending Able Writers (Y3 pupils)</p> <p>Resources to support intervention Travel claims</p>	<p>or better</p> <table border="1"> <tr><td>Pupils making 1 sub level</td><td>3</td></tr> <tr><td>Pupils making 2 sub levels</td><td>1</td></tr> <tr><td>Pupils making 3 sub levels</td><td>1</td></tr> </table> <p>In First <u>Class@Number</u> 21 pupils took part. Y2 pupils x3 over 10 weeks- 100% achieved age related expectations</p> <table border="1"> <tr><td>Pupils making 2 sub level</td><td>3</td></tr> <tr><td>Pupils making 3 sub level</td><td>11</td></tr> <tr><td>Pupils making 4 sub level</td><td>6</td></tr> <tr><td>Pupils making 5 sub levels</td><td>1</td></tr> </table> <p>In First <u>Class@Number2</u> 5 pupils took part. Y3 pupils x3 over 10 weeks- 60% achieved age related expectations 1 pupil is one sub level below expectations and is also in other vulnerable groups 1 pupil is currently being assessed for specific learning difficulties with evidence from the slow progress made from the intervention</p> <table border="1"> <tr><td>Pupils making 1 sub level</td><td>1</td></tr> <tr><td>Pupils making 2 sub level</td><td>2</td></tr> <tr><td>Pupils making 3 sub level</td><td>1</td></tr> <tr><td>Pupils making 4 sub level</td><td>1</td></tr> </table> <p>In Phonics support 3 pupils attended 3 days a week. 1 pupil made significant progress gaining 3 sub levels in reading and writing meeting age related expectations 1 pupil left the school mid support 1 pupil (with significant learning difficulties) moved from p scales to 1b gaining 3 sub levels in both reading and writing.</p> <p>In able writers intervention 5 pupils attended x1 session per week. 1 pupil left the school during this period. 100% pupils who completed the sessions exceeded age related expectations. 1 pupil as achieved a 4c exceeding expectations by 4 sub levels.</p>	Pupils making 1 sub level	3	Pupils making 2 sub levels	1	Pupils making 3 sub levels	1	Pupils making 2 sub level	3	Pupils making 3 sub level	11	Pupils making 4 sub level	6	Pupils making 5 sub levels	1	Pupils making 1 sub level	1	Pupils making 2 sub level	2	Pupils making 3 sub level	1	Pupils making 4 sub level	1
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<p>£4,991.41</p>	<p>Early Intervention After school clubs targeted at EYFS pupils to support reading with the aim of preventing the gap forming. (see full report)</p>	<p>9 FSM children attended Reading Club- all making slow progress 2 from Year 1 7 from Reception</p> <table border="1"> <tr><td>Pupils reaching Age Related expectations in reading in Reception</td><td>4 57%</td></tr> </table>	Pupils reaching Age Related expectations in reading in Reception	4 57%																				
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		<table border="1"> <tr> <td>Pupils reaching Age Related expectations in reading in Year 1</td> <td>2 100%</td> </tr> </table> <p>Reception pupils not yet meeting the Early Learning Goal have increased their progress and strengthened reading skills ready to meet age related expectations in Y1. (2 pupils from Y1 targeted have not returned to the new school year due to moving house.)</p>	Pupils reaching Age Related expectations in reading in Year 1	2 100%
Pupils reaching Age Related expectations in reading in Year 1	2 100%			
£978.81	<p>Jump Ahead Coordination programme targeting children with motor control difficulties. 2 rounds of early morning interventions.</p>	<p>19 Children in curriculum time 4 children in early morning intervention. 66% of those retested increased their post stage score. 100% of children in the early morning intervention stayed the same or increased their post stage score- however the increase is only 22 points overall.</p>		
<ul style="list-style-type: none"> Increase attendance to 97% 	<p>Attendance Provide 100% attendance certificates. Termly reports to parents that identify attendance that is both causing 'concern' and 'causing serious concern.' EWO involvement</p>	<p>FSM attendance for 2013-2014 96.4%</p>		
£1,661.77	<p>I pads Investment in technology to support FSM pupils across the school. The school gained the prestigious ICT mark, an accreditation for schools reaching the nationally recognised standards within the NAACE framework.</p>	<p>Whole school</p>		
£104.31	<p>Taxis Transport was provided to ensure that pupils benefitted from the Early Morning Interventions.</p>	<p>6 pupils across school- of those R 62% Wr 38% Ma 62%</p>		
£319.97	<p>Food for early Morning Intervention</p>	<p>See early morning intervention Nearly all pupils attending</p>		
£4,681.35	<p>Extra- Curricular activities Attendance at after school clubs Payment for residential trips including France and Hindleap Warren</p>	<p>2 siblings also under CP to attend After School Club to prevent late collection. 50% at age related.</p>		
£675.30	<p>Furniture To provide appropriate furniture for new learning space to allow additional intervention to take place.</p>			

The Impact of spending

Evaluation is on-going. Pupil progress is measured at the end of each term and at the end of each academic year. Evaluation will focus not only on academic gains but also how pupils' self-confidence, attendance, concentration, family life has developed as a consequence of the intervention.

Progress

FSM attendance

93.1% FSM	96% Non-FSM	2012-2013
94.6 FSM	97.15% Non-FSM	2013-2014

Whilst the gap has narrowed slightly and attendance of all groups has increased it remains an area to continue to focus on as this difference is significant.

2013-2014 96.4%

Wider Impact of Pupil Premium Grant Spending

Results

Termly tracking of progress enable the SLT to intervene in the earliest possible time, and match pupils' needs with specific provisions or interventions. The school does not just rely on Pupil premium but has invested through the budget in a range of creative ways to ensure that ALL pupils make good progress by ensuring that our most valuable asset, staff, provide outstanding support through on going staff development opportunities.

In Key Stage 1 FSM significantly exceeded Local Authority results in Reading, Writing and Maths at 2b+ and level 3.

FSM pupils		School %	LA %
reading	2b+	73.3	61.3
	Level 3	26.7	12.3
writing	2b+	53.3	46
	Level 3	6.7	5
maths	2b+	80	61
	Level 3	20	8.5

Results 2014

FSM pupils		School %	LA %
reading	2b+	75	67.9
	Level 3	0	16.8
writing	2b+	62.5	55.1
	Level 3	0	8.7
maths	2b+	75	67.4
	Level 3	0	11.3

8 FSM pupils
The school will now focus particularly on level 3 achievements in the year ahead.

Phonics Test

Significant increase in results since the first year of testing from 47% pass to 74% pass in year 1 (62.3% E.Sussex) 80% of our FSM pupils gained a pass compared to 57% of pupils nationally.

The whole school priority for 2011-2012 was reading, Evidence illustrates that an increased % of FSM pupils made at least 2 sub levels progress last year across the school. This was more significant between years 1 and 4 where pupils have received targeted support. It was a deliberate decision to provide early intervention.

Progress in reading is outstanding. At the end of KS2 90% of FSM pupils make expected progress with 40% making more than expected. (p.42 RoL)

Result for 2014:

Polegate School- 71% achieved a pass.

Local Authority Average- 69.4% achieved a pass.

Free School Meals

As a result of robust assessment and a relentless focus on our pupil premium pupils they achieved the following progress in 2013/2014.

FSM 15 pupils	2014 2 levels progress	2014 Exceeding 2 levels
Reading	100% (2013 National 84%) (FFT estimate 95%)	60% (FFT estimate 56%)
Writing	100% (2013 National 89%) (FFT estimate 93%)	27% (FFT estimate 33%)
Maths	93% (2013 National 69%) (FFT estimate 91%)	47% (FFT estimate 30%)

Groups of pupils	Maths level 4+ %	FFT target progress made by pupils in the 25 th percentile for value added
FSM	93% (2013 National 77%)	83% D

Level 5+ all pupils 29%. FFT target 31% D

Groups of pupils	Reading level 4+ %	FFT target D progress made by pupils in the 25 th percentile for value added
FSM	100% (2013 National 78%)	83% D

Level 5+ all pupils 54%. FFT target 45%

Groups of pupils	writing level 4+ %	FFT target D progress made by pupils in the 25 th percentile for value added
FSM	87% (2013 National 74%)	78% D

Grammar Punctuation and Spelling Test:	93% of our FSM gained a level 4+ 62% National (p.27 RoL) 80% Polegate School in 2013
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Over the last three years there has been an increase in results across the school.

Pupil Premium

2014-2015

£123,500 @ £1,300 per pupil

£7,600 for Looked after Children (CLA)

Future plans and funding priorities for 2014-2015:

Maths

Every Child Counts for key stage 2 to support those pupils with maths in year 3 and beyond in order to meet or exceed expectations.

Develop expertise of all teachers in delivering maths through staff development opportunities.

Early Intervention

Extend extra-curricular clubs targeted at basic skills such as reading and number for reception age children.

Reading

Ensure the progress that children make during intervention with Reading Recovery is maintained when they return to class through close liaison in order to share good practice, strategies and hold staff to account if progress is not maintained.

Phonics

Ensure the pupils that did not reach the required standard in Year 1 receive the appropriate support in Year 2 and pass the test by the end of the year.

Pupil Progress Champion

Establish a role within school to co-ordinate interventions whilst maintaining strategic oversight of the progress of all 'Ever6' pupils across the school intervening when required. Target provision to ensure pupils make accelerated progress. Monitor barriers to learning (attendance and lateness) and prevent through structured conversations and other initiatives,

Improve quality of teaching

Increase the percentage of outstanding teaching across the school. To remove any within school variance in progress and consistency in the quality of teaching. 'Make sure the best practices already in school are implemented more frequently by all teachers.' Ofsted 2014.

Invest in and use Iris, a video camera to record and share lessons.

New extension

To facilitate improved teaching of individuals and small groups.

Tailor interventions to the need of the individual provide one to one tutoring where required.