

Pupil premium strategy statement:

1. Summary information

These funds are designed to narrow 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.

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 maximise teaching and learning outcomes for these children.

We have used research and publications including those from the Ofsted Good Practice Series, The Education Endowment Fund, 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.

'All the work has been based on school's motto, 'Learning without limits,' which underpins everything in this inspirational school, which places children at the heart of everything that it does.' Inclusion Quality Mark June 2019

'This continues to be an exceptionally forward thinking, positive school with very high expectations of all alongside very high levels of support. It continues to be a reflective community where very interesting work takes place to meet the needs of all its pupils and the community it serves.' Inclusion Quality Mark 2021

'The vision of what pupils can achieve is limitless.' OFSTED January 2020

'The school is deeply inclusive and nurturing.' OFSTED January 2020

Accreditations reflecting our best practice include: Artsmark Gold, Healthy schools Mark, ICT Mark, Inclusion Mark and we became a 'Centre of Excellence.' 2014 and achieved Flagship School status in 2017 and again in 2020. Polegate was Graded Outstanding by OFSTED in January 2020 and became a 'Behaviour Hub' lead school in 2021.

We recognise that the earlier we can support children the better their chances of closing the gap and this is why from Feb 2015 have introduced nursery provision. The school age range is now 2 years and upwards. We prioritise our spending to catch pupils early and aim to narrow the gap in KS1.

Academic Year	2021/22	Total PP budget	£148,880	Date of most recent PP Review	n/a
Total number of pupils	568	Number of pupils eligible for PP	109 (19%)	Date for next internal review of this strategy	July 2022

2. Attainment 2021 Year 6

context- There were 13 Pupil Premium children in year 6 this year. There were 5 SEN pupils in this group.

	<i>Pupils eligible for PP</i>	<i>Non PP</i>		
% achieving ARE or above in reading, writing and maths	54%	74%		
% achieving GDS in reading, writing and maths	0%	0%		
Attainment and progress in reading	70%	85%		
GDS reading	23%	13%		
Attainment and progress in writing	62%	78%		
GDS writing	0%	0%		
Attainment and progress in maths	62%	85%		
GDS maths	8%	9%		

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

A. Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This results in lower attainment in reading and writing as pupils move through the school.

B.	Literacy and numeracy skills are lower for PP than for other pupils entering the nursery. This results in lower attainment in reading and writing as pupils move through the school.
C.	High level of SEND need for this group of pupils in relation to non PP pupils.
D.	The self-esteem of these pupils tends to be lower which leads to them believing that they won't necessarily reach GDS
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for pupils eligible for PP are 95% (Target for 2021-221 97%). Lower attendance reduces their school hours and causes them to fall behind on average.
F.	Aspirations of parents with pupils eligible for PP are low; this results in a lack of support at home and then lack of motivation in pupils to succeed. Due to enforced school closures in previous academic years, family stress and anxiety may have had an impact on home life for pupils.
G.	Higher levels of pupils requiring help and protection from targeted agencies as parents require additional support to meet their needs and safety. For some of our vulnerable pupils this impacts on concentration, behaviour in class and attendance.
H.	During school closures in the 2020-21 academic year, PP access to live lessons was sporadic and inconsistent. This has resulted in gaps in their learning.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children involved in Achievement for All project to be making rapid progress towards working at ARE or above across reading, writing and maths. Gaps begin to close across all subject areas.	Termly structured conversation parent meetings, which are recorded with targets set and shared with parents and actions PP leader to track conversations PP leader to track data and impact CT to hold interventions for children as and when required. AFA coach support for teachers in forms of pupil learning walks
B.	Begin to consistently narrow the gap in reading, writing and Maths for priority year groups - Years 2,3 and 5 over the next academic year. During termly data drops PP gap in reading with start to close again.	Pupils eligible for PP meet age related expectations in Reading Twice weekly Early morning reading intervention for below ARE PP children Accurate/regular tracking of Accelerated Reader programme. Priority reading lists for PP children to read daily at school BRP (Intervention) focus on PP children. High level/robust vocabulary texts and teaching Pupil progress meetings termly with teachers, SLT, PP Lead and Governors. Learning walks termly by PP lead

C.	Increase attendance rates for eligible PP children to 97%+	Improve PP attendance to be 97%+ Termly tracking meetings held at the start of the year Highlight PP children with poor attendance. Discussions in structured conversations with these pupils regarding attendance. ARE and GDS results increase across all classes/Year groups Individual incentives as required.
D.	Increase PP access to Extra Curricular Activities from 40% of PP children attending to 75%	All PP children to be invited to attend an extra curricular activity Activities to be funded by school

1. Planned expenditure					
Academic year	2021/22				
The actions listed below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Desired outcome	Chosen action / approach – Ragged termly	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? Cost?

<p>Gap closing in reading ARE data in Years 2,3 and 5</p>	<p>All TAs deployed to support in EYFS and KS1 reading sessions daily.</p> <p>Use of high quality, well chosen, engaging texts read daily with the children</p> <p>Weekly Reading Raffle</p> <p>Recorded Bedtime Stories by staff weekly</p> <p>Improve use of tracking and monitoring of Accelerated Reader to ensure consistent reading and quizzing.</p> <p>Reading Millionaires awards termly</p> <p>1:1 Priority readers who are heard in school at least twice weekly in KS1 daily in KS1.</p> <p>Reviewed use of HSJ by Class Teachers and Teaching assistants to communicate reading achievements and ways forward with home.</p> <p>Whole school read books</p> <p>Mystery read books in all classes</p> <p>Lexia spelling and reading intervention</p> <p>Y6 Debate examination</p> <p>Y5 Scholar's programme -Brilliant Club</p> <p>Y3/4 Personalised College programme working with Local Colleges</p>	<p>Due to the impact of adult support in year 1 guided reading sessions, it has been determined that an equal impact would be gained by following this approach in EYFS. We believe in narrowing the gap as early as possible to give these pupils the best possible chance of success.</p> <p>The reading raffle, millionaire reader and other motivating rewards continue to have a positive impact on the children's engagement in reading.</p> <p>Where accelerated reader is used consistently and routinely children read more regularly at home and achieve well.</p> <p>Previously where children have been part of the Brilliant club Scholar's programme this has increased their confidence in their learning and ability. This has transferred into class learning and positively impacted the children's progress.</p>	<p>ECTs and new staff to be trained in the approach to ensure that it is consistently implemented in every class. Peer observation of classes to share good practice.</p> <p>Monitoring of reading engagement by SLT – Home School Journals, time engaged in reading at home, AR,</p> <p>Objective in all Perf. Management which focuses on improving reading outcomes through research and quality first teaching.</p> <p>Literacy lead to monitor use of AR through classes to ensure consistency.</p> <p>Increased teacher engagement with home school journals, monitored by SLT.</p> <p>PP Lead to design a Y3/4 Scholar's programme for Polegate with a link to a local college</p> <p>PP Lead to track teacher coaching sessions termly.</p> <p>TA Early Morning Interventions pupil data to be tracked.</p>	<p>SB – PP Lead</p> <p>RM – Literacy Lead</p> <p>SLT</p>	<p>July 2022</p> <p>Reading Raffle books - £250</p> <p>Mystery Reader - £200</p> <p>Staff - £19,000</p> <p>Lexia - £8500</p> <p>Brilliant Club - £12000</p> <p>Debate Exam - £320</p> <p>College Programme - £750</p> <p>Progress Champion Teacher - £15000</p> <p>BRP Training - £150</p> <p>Coaching observations – Release time - £4500</p> <p>Total -</p>
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	<p>Progress Champion Teacher x 1 – KS1 and Based to improve attainment in R,W,</p> <p>Better Reading Partnership Intervention for PP children</p> <p>BRP Training for new staff</p> <p>Coaching observations for all teachers</p> <p>TA Lead Early morning Interventions</p>				£60,670
<p>Increase maths attainment across KS1 and 2</p>	<p>Doodlemaths – an online personalised online maths programme for all children 1-6</p> <p>Review and implementation of new overview for maths curriculum</p> <p>Implementation of a times table tracking grid for all classes in years 2-6.</p> <p>Assembly pre teach sessions twice weekly</p> <p>Before and after school targeted interventions.</p> <p>Every Child Counts KS1 1:1 Maths Intervention</p> <p>Teacher to teacher observation and coaching sessions for all teachers, Pupil premium focus in terms 1 and 2.</p> <p>Class teachers to track interventions on PP trackers termly.</p>	<p>Having analysed data across the school following return to school in term 4 2021 it became apparent that areas of focus were needed with maths being one of these. Following school closures gaps have formed and progress slowed.</p> <p>By providing pre teach it is proven that children make increased progress.</p> <p>Split math lessons over break to enable Class Teachers to provide same day intervention</p>	<p>New members of staff to be trained in the use of unfamiliar online programmes such as: AR, doodlemaths and lexia.</p> <p>Planning to be monitored by leaders to ensure progression and challenge in maths lessons for all children.</p> <p>Leadership monitoring – book look, data, lesson observations,</p>	<p>SB – PP Lead</p> <p>EM – Maths Lead</p> <p>BC – ECC lead</p>	<p>January 2022</p> <p>Doodlemaths - £7000</p> <p>BC – ECC Teacher £13,000</p> <p>Teacher pre teach – £5000</p> <p>TA Support before school interventions - £1000</p> <p>CT Interventions before and after school - £5000</p> <p>Progress</p>

	Progress Champion Teacher x 1 – KS1 and Based to improve attainment in R,W,				Champion Teacher - £15000 Total - £46,000
AfA parent meetings with parents and teachers to review impact and support engagement in learning at home.	<p>Structured conversation training refresher for new staff – September 2021 Attendance targets set, rewards discussed.</p> <p>Review of children selected and relaunch of the project with parents.</p> <p>Termly structured parent meetings with targets for children shared and reviewed.</p> <p>6 sessions with AFA coach – Termly</p>	<p>Pupils who are PP are noted for having less parent interaction with the school and learning. Many need chasing for parents evening appointments and</p> <p>Evidence shows that the more engaged with school and their child's learning a parent is the more likely that child is to achieve ARE or above.</p>	<p>Bookings for space for meetings with parents.</p> <p>CT release time for meeting</p> <p>SB termly review with AfA coach</p> <p>Refreshments available for parents during meetings.</p> <p>Staff feedback from AFA meetings and impact.</p>	<p>SB – PP Lead</p> <p>Teachers</p> <p>LM – AfA Coach</p>	<p>Termly review with LM</p> <p>PP lead - £10000</p> <p>Teacher Release time - £5000</p> <p>Parent hospitality - £200</p> <p>AFA - £6000</p> <p>Total - £21,200</p>

<p>Improved attendance for all pupils but especially PP pupils.</p> <p>PP to increase attendance to 97% in line with whole school.</p>	<p>Rewards to encourage pupils to attend school and apply pressure to parents to support their aims.</p> <p>A balance of Individual rewards and Class rewards.</p> <p>Raise profile of different groups' attendance and how detrimental this lost learning time is, through newsletters and parent meetings.</p> <p>Family Key Worker to monitor vulnerable families weekly.</p> <p>Nurture sessions and lunchtime Clubs</p> <p>Teachers to refer poor attendance to Pupil Premium Lead who will follow up</p>	<p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Research in other schools showed that a prize draw at the end of the year for all children that reached our target of 97% would be effective.</p> <p>Good practice in schools with high attendance showed policy was stricter.</p>	<p>Reminder of reporting attendance in September newsletter.</p> <p>Attendance as a regular feature in all newsletters.</p> <p>Monitoring weekly by office staff.</p> <p>Teachers have list of pupils with low attendance in previous year with expectation teachers report if children's absence is falling.</p> <p>Meetings at early stages of low attendance</p> <p>Regular reporting to governors regarding attendance of all groups.</p> <p>Maintain the high profile of attendance in classes, assemblies and around the school generally.</p> <p>EBAS involvement where needed.</p>	<p>CMOD – HT</p> <p>SB – PP Lead</p> <p>Teachers</p>	<p>July 2021</p> <p>Attendance tracker lead time - £1500</p> <p>Attendance rewards £1500</p> <p>Total - £3000</p>
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<p>Increase % of PP children accessing extra - curricular activities from 40% to 75%</p>	<p>Club leaders to put aside 25% of their club spaces for PP children who they will invite on an interest basis.</p> <p>Clubs to be funded for PP children.</p> <p>Music lessons to be part funded for PP children</p> <p>As required, subsidise school trips for PP children</p>	<p>PP children do not always get the opportunities that Non PP do outside of school by enabling them to access extra curricular opportunities.</p>	<p>PP lead to monitor % of pp children attending clubs termly.</p>	<p>Club leaders</p> <p>SB – PP Lead</p> <p>Teachers</p>	<p>Club funding - £2400</p> <p>Music Lesson Funding £3636</p> <p>School Trip funding - £2200</p> <p>Total - £8326</p>
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i. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To support an improvement in the behaviour of a very small number of SEN children with complex needs</p>	<p>Resources to support active engagement in play.</p> <p>Resources for playtimes and lunchtimes available, multiple pieces per child.</p> <p>Lunchtime nurture groups.</p> <p>Forest School and whole school approaches to teaching that are more active and hands on.</p> <p>Tom Bennett Behaviour Training INSET</p> <p>Develop restorative approaches and focus on positive behaviours.</p> <p>Training of MDSAs in Behaviour and engagement in play</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p> <p>The aim would be to reduce need for this so they respond to the whole school behaviour system and incidents reduce.</p> <p>Children who engaged in active, pre-planned play behave well and learn well.</p>	<p>Leaders to monitor behaviour through SIMs termly</p> <p>Train all staff in new behaviour policy and Tom Bennett INSET – September 2021</p> <p>Ensure resources are plentiful and engage children throughout.</p> <p>Liaison with parents</p> <p>Match support staff working with individuals closely.</p> <p>Deploy MDSAs to class groups and key stages sensitively.</p>	<p>UH – SENCO</p> <p>SB – PP Lead</p>	<p>Jan 2022 May 2022</p> <p>Playtime resources - £1500</p> <p>Behaviour Training and support - £3000</p> <p>Thrive Practitioner - £2250</p> <p>Lunchtime nurture - £1500</p> <p>Forest school training and resources - £750</p> <p>Total - £9000</p>



Total budgeted cost					£145,496

2. Review of expenditure				
Previous Academic Year		2020-2021		
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase writing attainment across KS1 and 2 (particularly boys)	Writing journals Cursive Handwriting Talk for Writing INSET Bringing words to life and other research Use of ICT as alternatives to hand written work Giving purpose to writing KS1 writing project (Cross school) Phonics lessons and teaching through all writing sessions Robust vocabulary teaching weekly Clicker8 and Training Makaton Training Increased use of modelled writes and enable tables Teaching of weekly vocabulary.	Talk for writing training has been embedded into literacy teaching and practise. The training positively impacted staff and planning. Due to COVID the cross school writing project was put on hold. Increasing use of modelled writes and key vocabulary has raised the aspirations of learners. Use of high level, quality texts and key vocabulary has improved children's vocabulary. SEN children have been well supported by CIP and Clicker8. This has increased confidence and so progress in these children. 'Staff training on 'Talk for Writing' has had a demonstrably positive impact on pupils' work across the school, with evidence in pupils' books.' 'The concept of 'learning without limits' can be seen in practice, for example, in extended writing by some Reception pupils, which was fluent, coherent and controlled.' School Improvement Partner May 2021 · 'The writing that children produce in their books is now much longer and includes a richer vocabulary than before.' IQM Report June 2021	Talk for writing is an approach which we will continue to embed in our quality first teaching. Support resources for children have a significant impact on progress. Pick and Mix Teacher observations shared quality first teaching and best practise this was then taken by other teachers and embedded in their practise. This will continue.	January 2021 Talk for writing INSET – £1290 Staff release time - £5000

<p>Maintain or improve PP working at ARE or above in R W M</p>	<p>Helen Hackett Maths INSET</p> <p>Robust vocabulary training and books</p> <p>Improve use of tracking and monitoring of Accelerated Reader to ensure consistent reading and quizzing.</p> <p>Talk for writing Training</p> <p>Pick and Mix teacher coaching observations</p> <p>Targeted Early Morning Interventions, taxis for PP children to access Early Morning Interventions</p> <p>Scholars Programme (Brilliant Club)</p> <p>Increased use of TT rockstars and times tables tutor in school and at home.</p> <p>SB/CMOD attending Pupil Premium conference March 2020 and December 2020</p> <p>Lexia intervention</p> <p>Increased number of ipads for year groups to improve use of times tables rock stars and maths tutor.</p> <p>Possible teacher Interventions before/after school hours</p>	<p>Due to the impact of COVID – 19 there are elements of our actions which we have been unable to implement such as Early Morning Interventions.</p> <p>Maths INSET training supported teachers new to the school and improved CT understanding of using resources and the CPA approach to teaching.</p> <p>Through daily priority readers and tracking of Accelerated Reader has increased the & of children regularly quizzing and reading at home.</p> <p>Lexia and the personalised programme has impacted spelling and reading ages in KS2 positively.</p> <p>Scholar's Programme has had a lesser impact this year due to be remotely taught and no visits to university due to COVID-19.</p> <p>'The managed pairing of teachers across year groups, given themes to explore together such as 'working with boys', and a coaching model led by middle leaders are examples of the school's effective implementation of its improvement plan.'</p> <p>'The library's place at the heart of the school, its openness and its evident range of resources are testimony to Polegate's focus on the development of pupils' enjoyment, fluency and range of experience as readers. This supports the placing of quality fiction and non-fiction texts at the heart of each year group's curriculum.'</p> <p>School Improvement Partner May 2021.</p> <p>Data July 2021 – All pupils</p> <table border="1" data-bbox="801 1054 1153 1201"> <thead> <tr> <th>Subject</th> <th>Non PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>84%</td> <td>68%</td> </tr> <tr> <td>Writing</td> <td>79%</td> <td>62%</td> </tr> <tr> <td>Maths</td> <td>84%</td> <td>66%</td> </tr> </tbody> </table>	Subject	Non PP	PP	Reading	84%	68%	Writing	79%	62%	Maths	84%	66%	<p>Regular use of Lexia will continue due to the impact on our KS2 children.</p> <p>Talk for writing is an approach which we will continue to embed in our quality first teaching.</p> <p>Scholar's programme will continue when we can be assured that face to face sessions will be delivered and trips to a university a part of the project.</p>	<p>HH INSET – £1500</p> <p>Intervention TAs – £3400</p> <p>PP Conference - £900</p> <p>Lexia – £3850</p> <p>Brilliant club - £1800</p> <p>Letterjoin - £800</p> <p>Ipads - £5000</p> <p>Staff - £12,000</p>
Subject	Non PP	PP														
Reading	84%	68%														
Writing	79%	62%														
Maths	84%	66%														
<p>Improved attendance for all pupils but especially PP pupils.</p>	<p>Rewards to encourage pupils to attend school and apply pressure to parents to support their aims.</p> <p>A balance of Individual rewards</p>	<p>Attendance has been maintained at 95% this academic year. As this has happened through a COVID-19 year with enforced school closures this is a good % to maintain and improve on next year.</p>	<p>The strategies we have used have been working and we will continue these into the next academic year.</p>	<p>July 2021</p> <p>Attendance tracker lead time - £1000</p>												

	<p>and Class rewards.</p> <p>Raise profile of different groups' attendance and how detrimental this is, through newsletters and parent meetings.</p> <p>Change in policy- 3 days must have Dr note. Any absence must be explained in writing.</p> <p>Family Key Worker to monitor vulnerable families weekly.</p> <p>Nurture sessions and lunchtime Clubs</p> <p>SB attending Pupil Premium conference October and December 2020</p>			<p>Attendance rewards £1500</p>
<p>Increased engagement in home school reading across KS2</p>	<p>TA support in EYFS and KS1 reading sessions.</p> <p>Use of high quality, well chosen, engaging texts</p> <p>Weekly Reading Raffle</p> <p>Recorded Bedtime Stories by staff weekly</p> <p>Improve use of tracking and monitoring of Accelerated Reader to ensure consistent reading and quizzing.</p> <p>Reading Millionaires</p>	<p>Throughout school closures bedtime stories significantly helped to maintain the children's engagement with reading and keep the profile high.</p> <p>Priority readers in classes ensure that all PP children are heard at least weekly and the intervention BRP has also supported this.</p> <p>School closures supported this with live lessons supporting parental engagement and understanding as shown in the June 2021 IQM Report: 'Progress continued to be driven forward, even with many children learning at home, the feedback from parents was very positive. They were able to understand a lot about how their children learn at school and they particularly benefitted from seeing how phonics are taught and gained a much clearer understanding of this work.'</p> <p>'The library's place at the heart of the school, its openness and its evident range of resources are testimony to Polegate's focus on the development of pupils' enjoyment, fluency and range of experience as readers. This supports the placing of quality fiction and non-fiction texts at the heart of each year group's curriculum'</p>	<p>These actions have continued to work and so we will be looking at continuing to implement these in the next academic year.</p>	<p>July 2021</p> <p>Reading Raffle books - £250</p> <p>Mystery Reader - £100</p> <p>Staff - £7000</p>

<p>AfA parent meetings with parents and teachers to review impact and support engagement at home.</p>	<p>Structured conversation training refresher for all staff – September 2020</p> <p>Review of children selected and relaunch of the project with parents.</p> <p>Training and use of The Bubble interactive resource provided by AfA.</p> <p>12 sessions with AFA coach</p>	<p>Parent meetings have had a positive impact on home school engagement, which supported home learning and subsequent home reading.</p> <p>AFA Learning walks showed that class teachers are focused on PP children and making sure these children progress quickly to achieve ARE.</p>	<p>Structured conversations have an impact on the relationship between home and school and will continue into the next year.</p> <p>Raise attendance at these next year with agreed target.</p>	<p>Termly review with LM</p> <p>PP lead - £10000</p> <p>Teacher Release time - £5000</p> <p>Parent hospitality - £200</p> <p>AFA - £6000</p>
<p>i. Targeted support & Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>To support an improvement in the behaviour of a very small number of SEN children.</p>	<p>Identify a targeted behaviour intervention for identified pupils Use support worker to engage with parents before intervention begins. COVID Dependent due to bubbles</p> <p>Resources to support active engagement in play.</p> <p>Resources for playtimes and lunchtimes available.</p> <p>Lunchtime nurture groups.</p> <p>Forest School and whole school approaches to teaching that are more active and hands on.</p> <p>Training for all staff in Therapeutic thinking behaviour approach</p> <p>Develop restorative approaches and focus on positive behaviours.</p> <p>Training of MDSAs in engaging pupils in play</p> <p>Therapeutic thinking training for all staff</p>	<p>Through training of staff in therapeutic thinking we have successfully implemented a reviewed behaviour policy. Additionally, Behaviour Hub Training has been completed by members of SLT.</p> <p>School closures have impacted many children in years R-6. We have seen an increase in anxiety amongst children since returning to school, this is something we will continue to work on next academic year.</p> <p>Lunchtime nurture groups continue to support children with additional needs.</p> <p>‘As a result of the school’s excellent work on behaviour over the past few years, Polegate has now been selected to be one of the Lead Schools in the ‘National Behaviour Hub,’ which is a great achievement for the school, underlining its superb work in this area’ IQM Report June 2021</p> <p>‘ The school never stands still and is always striving to do better. Its motto, “Learning without limits” is a genuine description of the ethos of this school, which has inclusion at the heart of all its work.’ IQM Report June 2021</p>	<p>Through additional play opportunities and equipment at lunchtimes in Term 6 we have seen that there has been a reduced number of recorded incidents at lunchtimes.</p> <p>Nurture groups have an impact on the lunchtimes of our children with additional needs and their return to learning in the afternoon.</p> <p>Revise our system for collecting data on behaviour so it is useful and succinct.</p>	<p>Jan 2021 Jun 2021</p> <p>Playtime resources - £500</p> <p>Behaviour Training and support - £3000</p> <p>Staff - £20,000</p> <p>Thrive Practitioner - £2250</p> <p>Lunchtime nurture - £500</p> <p>Forest school training and resources - £500</p>
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<p>Increased participation in extra curricular activities – amid COVID restrictions</p>	<p>There will be a minimum of 2 spaces left for PP children in each club.</p> <p>Clubs which have a cost attached this will be free to PP children</p> <p>PP to have a choice about which clubs they would like to be provided and attend.</p>	<p>Following the return to clubs in T6 we have had a 40% uptake from our PP children, this is a slight decrease from the following year.</p> <p>Through our positive work in this area Polegate School has been identified as a Behaviour hub – one of 22 schools across the country.</p>	<p>Clubs have such a positive impact on the well being and mental health of our PP children that we will continue to offer this provision in the next academic year with the hope of raising the % of PP children accessing it to 75%</p>	<p>Termly review</p> <p>Cost of clubs – £1200</p>
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