**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 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.  **‘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**  **‘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. Graded Outstanding by OFSTED in January 2020.  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** | 2020/21 | **Total PP budget** | £129,120 | **Date of most recent PP Review** | n/a |
| **Total number of pupils** | 567 | **Number of pupils eligible for PP** | 96 (17%) | **Date for next internal review of this strategy** | July 2021 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Attainment 2020 Year 6**   context- There were 12 Pupil Premium children in year 6 this year. There were 6 SEN pupils in this group, representing 50% of the total. | | | | |
|  | *Pupils eligible for PP* | *Non PP* |  |  |
| **% achieving ARE or above in reading, writing and maths** | 42% | 67% |  |  |
| **% achieving GDS in reading, writing and maths** | 0% | 14.6% |  |  |
| **Attainment and progress in reading** | 34% | 71% |  |  |
| **GDS reading** | 9% | 33% |  |  |
| **Attainment and progress in writing** | 34% | 65% |  |  |
| **GDS writing** | 0% | 25% |  |  |
| **Attainment and progress in maths** | 42% | 67% |  |  |
| **GDS maths** | 9% | 31% |  |  |

|  |  |
| --- | --- |
| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)** | |
|  | |
| **In-school barriers** | |
|  | 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. |
|  | 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** *(issues which also require action outside school, such as low attendance rates)* | |
| **E.** | Attendance rates for pupils eligible for PP are 95% (Target for 2020-21 96%). Poor 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 lockdown, 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 and behaviour in class. |
| **H.** | Many PP children have missed and continue to miss a significant amount of in school learning due to the Covid – 19 Pandemic |

|  |  |  |
| --- | --- | --- |
| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Children involved in AfA 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. | Refresher AfA training for all staff (September 2020)  Regular, termly structured conversation parent meetings, which are recorded and targets set  PP leader to track conversations  PP leader to track data  CT to hold interventions for children as and when required.  AFA coach support for teachers in forms of pupil learning walks |
|  | Improve early literacy skills (vocabulary, reading and writing) for eligible PP children in Nursery and Reception classes to stop gap forming or widening. | Pupils eligible for PP meet age related expectations in Literacy and Numeracy by end of KS1.  Staff to have Talk for writing training  Makaton training  Clicker 8 training  High level/robust vocabulary texts and teaching  Pupil progress meetings termly |
|  | Increase attendance rates for eligible PP children to 96%+ Excluding COVID related absences | Improve PP attendance to be 96%+  Individuals with poor attendance monitored and parent meetings held  ARE and GDS results increase across all classes/Year groups |
|  | Maintain or improve PP working at ARE in Y2,4,6 following Covid -19 pandemic | PP children in KS2 invited to home learning sessions once COVID restrictions allow  Children to have regular in school access to TT Rockstars and Times Table Tutor  Parent Meeting for MTC Y4  Helen Hackett Maths training INSET  AFA structured conversations |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2020/21** | | | | |
| 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** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **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.**  **Pick and Mix teacher coaching observations**  **Marking focused on making accelerated progress**  **Time to edit and improve writing given**  **Purpose to writing given to motivate children** | Using a cursive handwriting scheme has been proven to lead improvements in spelling which encourages children to feel more confident in their writing ability. Spelling often forms a barrier to writing.  Talk for writing approaches offer a bridge between ideas and writing and there is evidence that it helps children to rehearse their ideas, again leading to more confidence when completing their writing tasks. Previous observations have shown that even upper KS2 would benefit from this approach.  Having more of a pedagogical understanding of the teaching of literacy skills will lead to more critical thinking when planning lessons to target literacy skills.  ICT has been proven as a motivating factor for all children but especially boys to engage with their learning.  Giving purpose to the children’s writing has also been a motivating factor for pupils especially boys. | Subject leader monitoring for the implementation of the cursive handwriting scheme.  Work scrutiny and lesson observations.  Talk for writing INSET and implementation time, lesson observations following this.  Training to introduce the key pieces of research with teacher with follow-up or pre-reading.  ICT resources to be promoted by the subject leader and supported by SEN department  New members of staff to be trained in the use of unfamiliar ICT equipment.  Review of modelled writes, vocabulary used and enable tables in classes.  Planning to be monitored by leaders to ensure progression and purpose to writing lessons. | SB – PP Lead  RM – Literacy Lead  SB – ICT lead | January 2021 |
| **Maintain or improve PP working at ARE or above in R W M** | **Helen Hackett Maths INSET**  **Robust vocabulary training and books**  **Improve use of tracking and monitoring of Accelerated Reader to ensure consistent reading and quizzing.**  **Talk for writing Training**  **Pick and Mix teacher coaching observations**  **Targeted Early Morning Interventions, taxis for PP children to access Early Morning Interventions**  **Scholars Programme (Brilliant Club)**  **Increased use of TT rockstars and times tables tutor in school and at home.**  **SB/CMOD attending Pupil Premium conference October 2020 and December 2020**  **Lexia intervention** | The maths mastery approach has been run at Polegate for some time but it is always being added to. The use of models and concrete resources as well as the addition of a new scheme – Maths No Problem will help teachers plan more effectively.  Research suggests that children need to hear and use a word up to 10 times before this is fully understood and used.  Early morning interventions have previously supported children in making good progress, especially in maths, these will be completed at times according to COVID restrictions.  Lexia intervention trial to increase word recognition, fluency and spelling. This has been proved to make rapid improvements in outcomes for children. | Lesson Observations  All teaching staff to attend various INSET sessions.  Subject leader to ensure that new staff are inducted into the way Polegate teaches.  Book Scrutiny  Pick and Mix Coaching observations  Objective in all Perf. Management which focuses on improving writing outcomes through research and robust teaching.  Data tracking.  Pupil Progress Meetings | AR – Maths Lead  RM – Literacy Lead  SB – PP Lead | January 2021  March 2021  July 2021 |
| **Increased engagement in home school reading across KS2** | **TA support in EYFS and KS1 reading sessions.**  **Use of high quality, well chosen, engaging texts**  **Weekly Reading Raffle**  **Recorded Bedtime Stories by staff weekly**  **Improve use of tracking and monitoring of Accelerated Reader to ensure consistent reading and quizzing.**  **Reading Millionaires** | 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.  The reading raffle, millionaire reader and other motivating rewards continue to have a positive impact on the children’s engagement in reading.  Where accelerated reader is used consistently and routinely children read more regularly at home and achieve well. | NQTs 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.  Monitoring by SLT – Home School Journals, time engaged in reading at home,  Objective in all Perf. Management which focuses on improving writing outcomes through research and robust teaching.  Literacy lead to monitor use of AR through classes to ensure consistency.  Increased teacher engagement with home school journals, monitored by SLT. | SB – PP Lead  RM – Literacy Lead  SLT | July 2021 |
| **Improved attendance for all pupils but especially PP pupils.** | **Rewards to encourage pupils to attend school and apply pressure to parents to support their aims.**  **A balance of Individual rewards and Class rewards.**  **Raise profile of different groups’ attendance and how detrimental this is, through newsletters and parent meetings.**  **Change in policy- 3 days must have Dr note. Any absence must be explained in writing.**  **Family Key Worker to monitor vulnerable families weekly.**  **Nurture sessions and lunchtime Clubs**  **SB attending Pupil Premium conference October and December 2020** | 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.  Research within school showed that with our previous aim of 100% for all rewards it resulted in children feeling very demoralised when they were genuinely ill for one day and knew that they would not be eligible for a reward or recognition.  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.  Good practice in schools with high attendance showed policy was stricter. | Reminder of changes to reporting attendance in September newsletter.  Attendance as a regular feature in all newsletters.  Monitoring weekly by office staff.  Teachers have list of pupils with low attendance in previous year with expectation teachers report if children’s absence is falling.  Meetings at early stages of low attendance  Change in policy ensures consistency.  Regular reporting to governors regarding attendance of all groups.  Maintain the high profile of the subject in classes, assemblies and around the school generally.  . | CMOD – HT  SB – PP Lead  Teachers | July 2021 |
| **AfA parent meetings with parents and teachers to review impact and support engagement at home.** | Structured conversation training refresher for all staff – September 2020  Review of children selected and relaunch of the project with parents.  Training and use of The Bubble interactive resource provided by AfA.  12 sessions with AFA coach | Pupils who are PP are noted for having less parent interaction with the school and learning. Many need chasing for parents evening appointments and  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. | Bookings for space for meetings with parents.  CT release time for meeting  SB termly review with AfA coach  Refreshments available for parents during meetings.  Staff feedback from AFA meetings and impact. | SB – PP Lead  Teachers  LM – AfA Coach |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Improved oral language skills in nursery and reception**  **Speaking confidently and articulately throughout the school to build progressively on** | **Reading Recovery Teacher**  **Language link Intervention**  **Speech therapy fortnightly to nursery and reception.**  **Debate Examination through English Speaking Board.**  **Robust vocabulary training and books**  **Staff to encourage speaking in full sentences and answering in full.** | Exploring interventions for children and young people with speech, language and  communication needs: A study  of practice (2010 research commissioned by UK government)  Language Link  Education endowment fund and our own previous analysis demonstrates substantial impact  In year 6 providing pupils with the opportunity to sit the examination in Debate ensures they leave us able to voice their own opinions and articulate these in a convincing way. It is an essential life skills that equips them well for interview beyond school. | Monitoring nursery provision with focus on opportunities for speaking.  Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Dissemination of reading recovery methods to TAs. All TAs to support Reception and Year 1 pupils in reading.  English Speaking Board external assessor.  Training to teachers in formal debate.  Timetabled lessons across the school from reception to year 6. | EYFS and KS1 Teachers  SB – PP Lead  TW – RR teacher | Jan 2021  Mar 2021  July 2021 |
| 1. **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?** |
|  |  |  |  |  |  |
| **To support an improvement in the behaviour of a very small number of SEN children.** | **Identify a targeted behaviour intervention for identified pupils**  **Use support worker to engage with parents before intervention begins. COVID Dependent due to bubbles**  **Resources to support active engagement in play.**  **Resources for playtimes and lunchtimes available.**  **Lunchtime nurture groups.**  **Forest School and whole school approaches to teaching that are more active and hands on.**  **Training for all staff in Therapeutic thinking behaviour approach**  **Develop restorative approaches and focus on positive behaviours.**  **Training of MDSAs in**  **engaging pupils in play**  **Therapeutic thinking training for all staff** | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.  The aim would be to reduce need for this so they respond to the whole school behaviour system and incidents reduce. | Leaders to monitor behaviour through SIMs termly  Train all staff in Thrive approach March 2020 INSET Refresher training September 2020  Ensure resources – sensory support pupils needs through audit.  Liaison with parents  Match support staff working with individuals closely.  Deploy MDSAs to class groups and key stages sensitively. | UH – SENCO  SB – PP Lead | Jan 2021  Jun 2021 |
| **Increased participation in extra curricular activities – amid COVID restrictions** | **There will be a minimum of 2 spaces left for PP children in each club.**  **Clubs which have a cost attached this will be free to PP children**  **PP to have a choice about which clubs they would like to be provided and attend.** | PP children do not always get the opportunities that Non PP do outside of school by enabling them to access extra curricular opportunities. | Monitoring PP attendance termly at clubs. | SB – PP Lead | Termly review |
| **Total budgeted cost** | | | | | £130,000 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Review of expenditure** | | | | | | | | | |
| **Previous Academic Year** | | | | | **2019-2020** | | | | |
| 1. **Increase results in reading at GDS** | | | | | | | | | |
| **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 attainment of boys writing across KS1 | | **Writing Journal challenges**  **Cursive Handwriting**  **Talk for Writing**  **Bringing words to life research**  **Use of ICT**  **Varied writing Strategies**  **Phonics training** | | | Due to the school closures for Term 4 and 5 the full impact of the approaches put in place have been hard to measure. Therefore this will be continuing going forward into academic year 2020-2021.  The cursive handwriting scheme has had significant impact in the infants for children’s letter formation and presentation.  Phonics training was held for all teachers in T2 and this was seen in lesson observations being implemented by teachers.  Online talk for writing training was recommended to teachers as CPD during school closures, this will remain as an additional INSET training for the next academic year.  Termly writing journal challenges started to raise the profile of these, which we will continue into the next academic year.  OFSTED Grade moved from Good to outstanding January 2020  Flagship Inclusion Status June 2020 | In light of children having missed a significant period of time in school learning we will continue this approach and complete the additional training for teachers in the next academic year.  Handwriting scheme will continue. | | | £1500 |
| Increase attainment in maths GDS | | Mastery Approach consistent  Training INSET Helen Hackett on maths approaches and mastery  Observations and support form maths lead | | | The training INSET by Helen Hackett was excellent and refreshed all staff about teaching maths through the mastery method.  The use of concrete resources and how to use them helped support NQT teachers and those new to Polegate to support all learners visually.  OFSTED and school observations were hugely positive and showed teachers following the mastery approach using Concrete, Pictorial and abstract.  Our maths lead supported NQTs well in planning and resourcing maths units.  OFSTED Grade moved from Good to outstanding January 2020  Flagship Inclusion Status June 2020 | We will continue with this approach and track it to ensure it remains consistent across the school. Helen Hackett training has been so successful we will ensure our teachers new to Polegate this year receive some of this from our maths lead. | | |  |
| Increased Engagement in early reading | TA support in EYFS and KS1 Reading sessions  Reading Raffle  Accelerated Reader consistently used across KS1/2 and training for all staff  Reading Millionaires  AfA programme and structured conversations  Bedtime Stories  Mystery Reader  Reading Training for parents TW  Whole School Read | | | Monitoring showed that the children in EYFS and KS1 were reading regularly at home and the parents were engaging well with this.  TAs supporting YR and Y1 for guided reading sessions continues to be successful.  Reading raffle continues to work well with engaging children and encouraging them to read regularly at home.  TW supporting early reading has continued to have an impact on those younger children who are struggling to segment and blend to enable them to read.  OFSTED Grade moved from Good to outstanding January 2020  Flagship Inclusion Status June 2020 | | | Reading recovery TW will continue to run as it has done for many years supporting those children in Years 1 and 2.  Monitoring of reading at home and access to AR will continue as this increases engagement with class teachers and Home School Journals.  Red alert slips for those not reading at home to continue.  Reading raffle, mystery reader and whole school read will continue. | Reading Raffle Books - £250    Mystery Reader - £100    Whole School Read - £250    AR Training and Programme - £2500 | |
| AfA parent meetings with teachers to review impact and support engagement at home. | Structured Conversation Training for all teachers  23 Carefully selected children to take part in the 2 Year Project  Initail parent meeting and letter to explain  School use of ‘The Bubble’ interactive online resource. | | | This project was significantly impacted by the Covid-19 school closures as we only managed to have the initial meetings with parents.  Our AfA lead and PP Lead were pleased that all Class Teachers managed to engage the parents and get them involved in the meeting to set the first goals.  Class Teachers have been in fortnightly contact with these children  OFSTED Grade moved from Good to outstanding January 2020  Flagship Inclusion Status June 2020 | | | Due to not being able to complete this year’s AfA round we will continue this into academic year 2020-2021. | Termly review with MS  PP Lead time out and salary - £10000  Teacher Release Time – 1 x day a term per teacher £10000  Parent Hospitality - £250 | |
| Improve attendance for all pupils but especially PP pupils. | Rewards to encourage pupils to attend school.  A balance of individual and class rewards.  Raise profile of different groups’ attendance.  3 days off ill – Drs note needed.  FSO to monitor vulnerable families weekly. | | | The attendance of all pupils was increasing before the enforced school closures.  Due to staff changes we had not enforced the 3 days off Doctors note this will continue into next academic year.  OFSTED Grade moved from Good to outstanding January 2020  Flagship Inclusion Status June 2020 | | | The rewards and approaches we have used have continued to gradually increase the attendance for whole school and PP groups. These will continue with the addition of Doctors note for three consecutive days off. | Rewards, TA/CT Time, £7000 | |
| 1. **Targeted support** | | | | | | | | | |
| **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 % of children achieving GDS | | | AFA Programme and structured conversations  Scholars Programme (Brilliant Club)  Mastery approach and teacher training  TT rockstar  relaunch | | The AfA project was significantly impacted by the Covid-19 school closures as we only managed to have the initial meetings with parents.  The Scholars programme also was postponed due to the pandemic however this is something which has proven successful in the past and we will continue into the next academic year.  The training INSET by Helen Hackett was excellent and refreshed all staff about teaching maths through the mastery method.  The use of concrete resources and how to use them helped support NQT teachers and those new to Polegate to support all learners visually.  OFSTED and school observations were positive and showed teachers following the mastery approach using Concrete, Pictorial and abstract.  OFSTED Grade moved from Good to outstanding January 2020  Flagship Inclusion Status June 2020 | All approaches will continue into the next academic year as they have shown impact. | | | Brilliant Club £1800      Debate £30 a child |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Other approaches** | | | | |
| **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** |
| To improve the behaviour of a very small number of Fair Access Protocol PP pupils new to the school. | Provide a targeted behaviour intervention for identified pupils that require more intensive support.  Use FSO to engage with parents before intervention begins.  Lunchtime nurture groups  Develop sanctuary as a place for pupils to reflect.  Forest school approaches which are more active and hands on. | Lunchtime nurture groups have been running for some of our most vulnerable pupils and these have been successful in engaging them, encouraging them to focus and begin to form friendships.  The use of our FSO and sanctuary have had a huge impact on children and families, this has been shown in increased attendance, calmer behaviours and coping strategies.  OFSTED Grade moved from Good to outstanding January 2020  Flagship Inclusion Status June 2020  Chosen by county to become pilot school due to success with challenging children. | Nurture groups for these pupils will continue as they have been seen to be successful, we will expand these to include a wider range of children who have social or behavioural needs in the next academic years.  We need to increase nurture style provision for many more children in a wider reaching capacity through our lunchtime supervisors. | Free projects  17,000 staff |