# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](https://www.gov.uk/government/publications/pupil-premium).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Polegate School |
| Number of pupils in school  | 630 |
| Proportion (%) of pupil premium eligible pupils | 21% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022/23 to 2025/26 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Debbie JonesActing Head Teacher |
| Pupil premium lead | Sally Barnard |
| Governor / Trustee lead | Elizabeth Latter |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £166,200 |
| Recovery premium funding allocation this academic year | £15587 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £181,787 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **Learning without limits -** Our vision for all children. At Polegate School, we strive to ensure that all pupils make excellent progress regardless of the challenges they face. 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 in learning. 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.Our ultimate objective is to ensure we deliver a rich, purposeful curriculum in which children leave Key Stage 2 meeting age related expectations or beyond. Ensuring they are secondary ready academically, emotionally and socially.Our approach will be based on robust assessment of our disadvantaged Pupils. We will ensure these children are equally supported and challenged.To ensure our approaches are effective we will:* Adopt a whole school approach that ensures all staff support disadvantaged learners by taking responsibility for these pupil’s outcomes and raising expectations of achievement.
* Ensure quality first teaching is the foundation to our approach, this is proven to have the biggest impact on closing the disadvantage attainment gap. All pupils are positively impacted by this.
* Provide, targeted, assessment focused, intervention where required to address and close gaps quickly
* Provide a wealth of curriculum linked experiences which increase pupil’s cultural capital
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## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge  |
| 1 | Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. |
| 2 | 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. |
| 3 | Attendance rates for pupils eligible for PP are 95% in comparison to their non-disadvantaged peers at 96%. Lower attendance reduces their school hours and causes them to fall behind on average. |
| 4 | A higher % of SEND need for this group of disadvantaged pupils in relation to non-disadvantaged pupils. |
| 5 | Mental well-being of this group of pupils is varied and can lead to low self-esteem and motivation. Our assessments (including pupil voice surveys), observations and discussions with pupils and families have identified social and emotional issues on the rise. These challenges particularly affect disadvantaged pupils, including their attainment. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| Improved writing attainment for disadvantaged pupils | Key Stage 2 outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard. |
| Increase attendance rates for eligible PP children to 97%+ In line with non –disadvantaged | Sustained 97%+ attendance for disadvantaged pupils. |
| Narrowed attainment gap in maths across both Key Stage One and Two. | KS1 and 2 outcomes in 2024/25 show that 75% of disadvantaged children met the expected standard. |
| To improve and sustain improved well-being through Increased cultural capital for our PP children to provide increased life experiences | Sustained, improved levels of well-being for disadvantaged pupils demonstrated by:\*Increased participation in extracurricular enrichment activities\*qualitative data from pupil voice, parent voice and teacher/SLT observations |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 16400

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Better Reading Partnership Intervention and Training for all support staff | BRP intervention - training TAs to deliver BRP has shown accelerated progress in reading for the pupils accessing this intervention. | 1,2,4 |
| Accelerated Reader training | Where accelerated reader is used consistently and routinely children read more regularly at home and achieve well. | 2,4 |
| Spelling programme for Years 1-6 purchased, launched and staff training. | Spelling has been identified as a focus across the school following monitoring, through purchasing an online spelling programme children will reinforce spelling teaching at home through regular access. | 2,4 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £*76500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Every Child Counts – KS1 Intervention Teacher | Early identification of pupils at risk in Maths ensures gaps are not able to form. Data tracked from ECC teacher shows accelerated progress of up to 12 months in a 14 week programme.EEF Research suggests this has a high impact:[One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 2 |
| Talking Partners, oral language intervention – Support Staff training and lead on intervention. | EEF shares strong evidence to suggest that Oral Language Interventions impact reading and reading progress.[Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1,2 |
| All Support Staff deployed to support in EYFS and KS1 reading sessions daily.KS2 Support Staff to be deployed twice a week to  | Due to the impact of adult support in EYFS and Y1 guided reading sessions, we are implementing a similar approach for our lowest 20% of readers in Years 2-6. | 1,2,4 |
| Targeted writing interventions before school for identified pupils in KS2. | Targeted tuition working on specific identified needs shows a positive impact on pupils attainment:[Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 2,4 |
| Brilliant Club – A research based University style programme | Impact report from 12 Year 5 Polegate School children in 2021/22 showed progress of up to 51% in written communication, subject knowledge and critical thinking. | 1,2,5 |
| Additional intervention teacher to support in targeted year groups in writing and maths in small groups. | Targeted tuition working on specific identified needs shows a positive impact on pupils attainment:[Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 1,2,4 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £*66500*

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance officer monitoring attendance and punctuality daily. | Good practice in schools with high attendance showed policy was stricter and more consistently applied. | 3,4 |
| Termly whole school attendance rewards for classes and individuals | Since starting attendance awards we have seen a steady increase in pupils attendance. | 3,4 |
| Club Leaders to reserve 25% of all clubs for access for PP children. | Pupils are confident and resilientImproved SEMH for pupilsIncreased cultural capital | 5, |
| Forest School lead Teacher  | [untitled (forestresearch.gov.uk)](https://cdn.forestresearch.gov.uk/2022/02/forestschoolenglandreport.pdf) | 3,5 |

**Total budgeted cost: £** *159,400*

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| **Pupil Premium areas of impact:****In EYFS –** 60% achieved GLD in Reading 60% achieved GLD in Writing60% achieved GLD in NumberIn Year 1 93% of Pupil Premium passed Phonics Screening**The percentage of pupils achieving ARE or above at the end of key stage two:**Reading – 80% (20% GD)Writing - 70% (30% GD)Maths – 80% (20% GD) |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| --- | --- |
| Programme | Provider |
| Accelerated Reader | Renaissance |
| Little Wandle – Letters and Sounds | Wandle Learning Trust |
| White Rose Premium Resources | White Rose |
| Doodle Maths | Doodle Learning |
| Doodle Spell | Doodle Learning |
| Times Tables Rockstars | Maths Circle LTD |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

|  |  |
| --- | --- |
| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? | NA |
| What was the impact of that spending on service pupil premium eligible pupils? | NA |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |