

Pupil Premium Report

2015-2016

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.

428 pupils 2014-2015

currently 458 pupils in total on roll

16% of pupils at Polegate attract the Pupil Premium (71 pupils). 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.

Pupil Premium Funding

£116,670 allocated spent £118,522.09

Grant awarded for innovative project work £1,660

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/ Education Endowment Fund to enable us to make decisions relating to provisions.

'Thought is given and appropriate plans are made annually to ensure that there is understanding within the school community to children's barriers to learning.' IQM July 2016

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 (IQM) 2014

'A strong feature of the school is its commitment to high quality teaching which impacts positively

on the progress of all groups of learners.' IQM July 2016

Accreditations reflecting our best practice include: Artsmark Gold, Healthy schools Mark, ICT Mark, Inclusion Mark and we become a 'Centre of Excellence.' 2014 and have since been reviewed in July 2016

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.' A large percentage have SEND needs. A disproportionate number have social service involvement. Our approach reflects these diverse needs. 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.

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.

Nature of support 2015/16

objective	How this was achieved	IMPACT
<ul style="list-style-type: none"> Increase standards of reading. Ensure all children learn to read and write early and well. <p>£21,097.96 KS1 £9,822.92 Additional key Stage 2 support</p> <p>Reading resources, including books £533</p>	<p>Reading Recovery teacher</p> <p>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>Our Reading Recovery teacher has an impact beyond her own role also supporting TAs across the school to deliver reading intervention that makes a difference to progress such as Better Reading Project and inference training</p>	<p>6 FSM children participated. All children made accelerated progress and have reached age related expectations.</p> <p>90% made accelerated progress</p> <p>All children that have completed the programme this year have made at least 3 points progress through the year in reading and writing. This compares to a figure of 36% last year.</p> <p>33% of these children have made 4 or more points progress in reading, and 50% have made 4 or more points in writing.</p> <p>We also look beyond the immediate impact of intervention and track pupils progress once this ends:</p> <p>3 out of 5 met expected. 1 pupil missed by one point. 1 child scored 107 so exceeded expectations.</p> <p>Writing</p> <p>4 out of 5 children met expected outcome.</p> <p>Better Reading Project-</p> <p>55 children took part in BRP or Inference Training this year.</p> <p>21 (38%) reached the expected level for their year group by the end of year.</p>

<p>Encourage use of and engagement in the school library whilst ensuring equal opportunity. £680</p> <ul style="list-style-type: none"> Promote reading for pleasure and challenge our more able. <p>£6585 (for three years – track for this length of time -2nd year)</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>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>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</p>	<p>Of the children who did not reach expected levels, 15 (44%) made at least 3 levels progress by the end of the year, which closed the gap between their attainment and their peers, accelerating their progress.</p> <p>A total of 65% of children involved in the programmes either reached expected level or made at least 3 points (accelerated) progress towards it.</p> <p>Inference Training Outcomes:</p> <p>Of the 12 children involved in the Inference training trial, 9 (75%) made at least 1 point progress during the 10 weeks of the intervention</p> <p>Analysis of borrowing showed that FSM pupil are among the highest borrowers of books and read across a range of texts. They feature in our top ten borrowers.</p> <p>This has had an extremely motivating impact on all pupils. . The 6 year rising trend in results for all pupils in reading is evidence of this impact. Parent questionnaires tell us that pupils read for pleasure and love books. Pupil questionnaires show that AR has a motivating effect on pupils. All pupils quiz regularly.</p> <p>It is an established expectation at school that children will read every evening. Parents understand and a large percentage support this (96% homework survey Oct 2016). All pupils are actively encouraged to home read. Reading Raffle tickets have successfully rewarded pupils weekly and all pupils have</p>
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	winners select a book from a range of appealing texts we have invested in.	an equal chance of winning. FSM pupils are supported by class teachers to take part.
<ul style="list-style-type: none"> Increase progress of writing. 	Grow @ KS2 Teacher led targeted intervention for children who have struggled in Literacy since joining school. Reading and writing cycle of lessons.	During the year this was delivered to 9 children from years 3 and 4: Comprehension skills +29 months progress Accuracy +17 months progress Reading rate +7 months progress
<ul style="list-style-type: none"> Provide high quality support, advice and information to parents to support them overcome challenges. <p>£3978</p>	Family Support Keyworker (FSK) 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.	3 children and their families have been involved (FSM) All have maintained good attendance and made progress academically. Attendance average 98 %
<p>£980</p>	Educational Psychologist Observations and assessments of children Support and advice for specific individuals. To benefit the high percentage of FSM pupils that also have SEND.	Observations and assessments of 3 FSM children. 2 children have EHCP as result of support. On-going support. Support for school based plans, future Educational Health care plans and 4 case work meetings with SENCO. 2 EHCP submitted 2015
<ul style="list-style-type: none"> To ensure our pupils are well prepared for the transition to Secondary. <p>£4014.31 (joint funded with WCS)</p>	Transition TA In partnership with our secondary school we employ a TA jointly to support transition for our vulnerable pupils.	17 pupils in year 6 See results below for end of KS2 results. Reported improved behaviour and attendance at secondary school.
<p>£15,679 £12551.13</p>	Numbers Count Teachers (1 and 2)	All made accelerated progress during their time on the programme, 10 children took part in Numbers Count during the 2015-16 academic year. At the end of this year: 7 children are working at the expected level – 70% 2 children are working towards the expected level – 20% 1 child is working at below the expected level – 10% 13 children took part in Numbers Count during the 2015-16 academic year. At the end of this year: 0 children are working at greater depth – 0% 7 children are working at the expected level – 31% 2 children are working towards the expected level – 38% 1 child is working at below the expected level – 31%
Increasing learning time outside lessons and beyond the school day <ul style="list-style-type: none"> Provide targeted 	Early Morning Intervention Fund 4 teaching assistants to deliver intervention between the hours of 8am and 9am.	1 st Class@number: 64% of children made at least 11 months progress during the 2 month intervention. Success@arithmetic

<p>support to pupils in order to accelerate progress.</p> <p>£11254.55</p> <p>£998 training</p>	<p>Train these staff in delivery of Every Child Counts First Class@number 1 and 2 Reading comprehension</p>	<p>67% of children on this intervention made at least 11 months progress during the intervention.</p> <p>Reading comprehension Group 1- average ability 60% of the group made the expected level in Year 6 SATs Group 2 above average ability 100% of the group met or exceeded the expected standard in Year 6 SATs.</p> <p>Year 2 writing intervention 86% of the group met or exceeded the expectation by the end of year 2</p> <p>KS2 writing intervention 88% of the group met the expected standard by the end of the year.</p>
<p>£2770.60</p>	<p>Early Intervention After school clubs targeted at EYFS pupils to support reading with the aim of preventing the gap forming. Pupils are introduced to new texts and reading activities to help them become motivated and develop their own reading skills.</p> <p>Homework Support Club for years 3-6. weekly one hour sessions led by two teaching assistants to support and guide children with homework tasks and extended learning opportunities such as using My maths and Accelerated Reader.</p>	<p>13 children attended the club regularly from year 1 throughout the year. 38% achieved age related expectation at the end of the year. Children were highly motivated in sessions, developed passion for reading. Widened their reading experienced and introduced to a wide range of texts.</p> <p>All free school meal pupils complete homework tasks with support if required. This establishes good habits and independence before starting secondary school.</p>
<ul style="list-style-type: none"> Increase attendance to 96% <p>£327</p>	<p>Attendance Provide 100% attendance certificates. Termly reports to parents that identify attendance that is both causing 'concern' and 'causing serious concern.' EWO involvement . Letters sent to families where issues arose. meetings were held with both. Class with highest attendance each term to be rewarded.</p>	<p>FSM attendance for 2014-2015 94.44% (1.61% gap with non FSM) 2015-2016 FSM attendance is 95% (yr 6) Compared to 97% for all children in school. Attendance has improved for all groups of children</p>
<p>£1287</p>	<p>Taxis Transport was provided to</p>	<p>Transport was provided for 9 pupils across school to ensure that they arrived at school ready to learn, attended clubs or intervention</p>

	ensure that pupils benefitted from the Early Morning Interventions.	sessions; to help limit barriers to learning facing the children and their families.
£808	Food for early Morning Interventions/after school clubs	See early morning intervention
£1738 £440	Extra- Curricular activities/resources Attendance at after school clubs Payment for residential trips including France and Hindleap Warren Resources for clubs including clothing, prizes	2 siblings also under CP to attend After School Club to prevent late collection. 1 child attended breakfast club each morning to ensure they were ready to learn when the school day began. 1 child was funded to attend Soccer club Lunchtime sports club was attended by all KS1 FSM children Cricket club was offered to all KS2 FSM children – 20 attended. 5 FSM children were given a place on Year 6 French trip.
£390 £891.40 <i>Jump Ahead</i>	Emotional Development Introduction of 'Thrive' software to support children throughout the school. Supports children's differing and sometimes challenging behaviour resulting in children becoming more self-assured and ready to engage with life and learning	5 FSM pupils screened and supported through results. All of the five still have barriers to their learning that they are working to overcome therefore will continue on programme. 1 child made no progress, 2 children made between 5-10% progress and one child made 15% progress. Each of the children has a better attitude in class and far fewer social problems with their peers. Each child's pupil voice score improved.
£1,060	English Speaking Board Debate qualification. We want to equalise life chances. It's the confidence and the commitment and the manner of their speaking which is going to make that critical difference We aimed to give them the skills to present themselves and their ideas in an articulate way.	100% pass of our FSM pupils achieved a pass. 80% achieved a merit
nil	'From Polegate and Beyond' week	'Dedicated to raising the aspirations of children and designed to provide insight into a range of career paths.' IQM July 2016
£27110.73	New 2015 Pupil Progress Champion. This role was created 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. See data in earlier and final data section for impact.	
£118522.09	Total expenditure	

The Impact of spending

FSM attendance

Attendance has improved. Year 6 FSM 95% 2015.
This remains an area to continue to focus on as a whole school (see earlier section)

Wider Impact of Pupil Premium Grant Spending

'The gap between disadvantaged pupils and their peers narrows as pupils progress through the school.' IQM July 2016

Trends over time

2014-2015 There is a 5 year upward trend in results across all subjects (reading, writing and maths APS)

FSM pupils are exceeding national results in all subjects this demonstrates outstanding progress for this group because EYFS results show a large gap which we narrow by the end of KS1.

PUPIL PREMIUM	Total number in year 6 - 17 pupils	
	2015-	2016

Reading

At standard	school	national
65% (10 Pupils)	72%	66%

SPAG

At standard	school	national
76% (13 pupils)	75%	72

Maths

At standard	school	national
71% (12 pupils)	83%	70

writing

At standard	school	National
71%	82%	74%

Combined National 53% In line with all children nationally or above

Combined Polegate 53%(9 children)

The progress our disadvantaged pupils makes exceeds that of all children:

- In reading their progress measure is 3.8 and all children 2.37.*
- In maths the progress measure is 3.13 and all children is 3.05.*

Phonics Test and Key Stage 1

Of the 7 children in Year 1, 5 met the expected standard in phonics. 71%, this is in line with the national average of 70%.

The percentage of our disadvantaged pupils reaching the expected standard

matches that of all pupils nationally in reading and maths but a greater percentage reach the exceeding standard demonstrating we offer challenge to our FSM pupils.

All of the above information illustrates the successes we feel we have in our school with this group of disadvantaged pupils. We work hard to build on-going relationships with families, overcoming barriers that prevent learning. Children leave us in Year 6 with an excellent attitude to learning and are quite rightly proud of their achievements. 'The progress of disadvantaged pupils...matches or is improving towards that of other pupils with the same starting points', (OFSTED2015 Outstanding Criteria for Pupil Outcomes).

Pupil Premium

2016-2017

£

Future plans and funding priorities:

Our most able pupils

As attainment has increased we now identify a need to support our most able FSM pupils. We have a group of very able Year 6 and want to offer them opportunities to consider their future career. We will invest in the Brilliant Club- a PHD tutor delivers university style tutorials to pupils. The programme starts with a visit to a highly selective university and pupils must complete an essay before graduating at a ceremony in another university. We feel this will raise aspirations for both pupils and parents.

Enrichment opportunities such as 'Newsroom Bootcamp' working alongside a South East today newsreader.

Maths

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.

Introduction of Numbers Club for KS1

Reading

Whole school reading enquiry teacher led research project to explore ways to further raise standards for our most able.

Phonics

High quality phonics taught in nursery by Early Years Teacher.

Train our highly skilled year 1 teacher to work in Phonic Hub supporting other local schools.

Pupil Progress Champion school needs were such that we needed an outstanding teacher in a classroom role and as a result for this year it is no longer a non-teaching role. To be reviewed in July 2017.

Numbers Count 2 teacher Whilst we saw improvements for pupils during the intervention once they were back in class progress slowed. We will focus on our youngest pupils to close the gap at the earliest possible stage using our Numbers Count 1 only.