

# Pupil premium strategy statement – Polegate Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	627
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025 to 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Debbie Jones Headteacher
Pupil premium lead	Hayley Giggs
Governor / Trustee lead	Elizabeth Latter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,110.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£Nil
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£194,110.00

# Part A: Pupil premium strategy plan

## Statement of intent

**Learning without Limits** – this is our vision for all of the pupils in our school.

*At Polegate we have the highest of expectations for all pupils – all pupils will make progress regardless of the challenges that they face. We recognise that consistency is key to supporting all learners and this is reflected in our expectations regarding behaviour and attitude. From EYFS to Year 6, pupils are supported in developing high level behaviours for learning through consistent approaches regarding routines, expectations and experiences. We aim to support pupils in becoming dedicated and committed learners and we are determined to ensure that our children are given every chance to exceed expectations no matter what their starting point.*

*Our ultimate objective at Polegate School is to deliver a high quality of education for all pupils. We ensure that oracy skills are developed and enhanced fully within the school curriculum in order to empower all pupils. Our well sequenced curriculum provides rich learning experiences both within and beyond the classroom. It supports pupils in mastering key transferable life skills and creates ambitious and aspirational individuals. Curriculum linked experiences increase a pupil's Culture Capital and enhance learning and we ensure the ALL pupils access these. Our curriculum approach allows all pupils to thrive and succeed. We aim for children to be secondary ready both academically and socially and we are determined to create a climate that does not limit a child's potential in any way.*

*We recognise that it is a collective responsibility to support our disadvantage pupils. Priority is given to supporting all members of staff to deliver quality first teaching for all learners and we are proactive in ensuring that support beyond QFT is provided when needs are identified; robust assessment not assumptions are made to support the pupils. Assessment focused interventions are embedded where required to address and close gaps quickly. Our commitment to ensuring the delivery of Quality First Teaching has such a positive impact on closing the disadvantage attainment gap.*

*We pride ourselves on developing a strong feeling of community within our school and ensure that all learners feel as though they belong. Developing relationships with disadvantaged pupils and their families is prioritised and we work together to support pupils and overcome barriers that may be identified.*

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Speech and Language/Oracy skills:</u></b>  Assessment data, observations from teachers and pupil discussions indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.  15% of PP pupils on the SEND register have Speech and Language need.</p> <p><b><u>Reception assessments summer 2024:</u></b>  25% gap between PP and non PP pupils in 'listening and attention and understanding'.  20.4% gap in 'Speaking'.</p>
2	<p><b><u>Attendance:</u></b>  Attendance rates for pupils eligible for PP are 92.2% in comparison to their non-disadvantaged peers at 96.6%. This also reduces their cultural capital and has a negative effect on attainment.</p>
3	<p><b><u>Reading:</u></b>  Assessments indicate that reading attainment amongst disadvantaged pupils is significantly below that of non PP peers. Pupil voice and observations also suggest that Reading for pleasure remains an ongoing target as does engaging parental support with reading.</p> <p><b><u>Year 1 Phonics screening 2024:</u></b>  84% of PP passed, 95% non PP. Gap of 11%.</p> <p><b><u>End of Key Stage Reading data – gap with non PP:</u></b>  Reception: 33% gap  Year 2: 14% gap  Year 6: 38% gap</p>
4	<p><b><u>SEMH/SEND:</u></b>  38% of pupils on SEND register are Pupil Premium Eligible in total. 27.5% of this group have SEMH need. This is the largest need for this group of children.</p>
5	<p><b><u>Cultural Capital and Mental wellbeing:</u></b>  Mental well-being of this group of pupils is varied and can lead to low self-esteem and motivation and a lack of aspiration and ambition. 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.</p>

## 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.

Intended outcome	Success criteria
<i>To improve Speech and Language and communication skills across the school.</i>	<ul style="list-style-type: none"> <li>-Assessment data (teachers, Language Link, Speech and Language teachers) and lesson observations show progress and increased language skills from our disadvantaged pupils.</li> <li>-Further evidence through triangulation (pupil voice, engagement and formative assessment).</li> </ul>
Attendance of PP children improves to be inline with whole school attendance and above National.	<ul style="list-style-type: none"> <li>-Pupils have increased attendance at school and are engaged in all lessons and enrichment opportunities.</li> <li>-Sound relationships between attendance officer and families – quick intervention and support when required.</li> </ul>
Improved Reading attainment amongst disadvantaged pupils. Smaller gap between PP and non PP pupils. Children and families are engaged in a robust approach to reading.	<ul style="list-style-type: none"> <li>-Improved Year 1 Phonic screening results. 2024/2025 85% or above pass rate.</li> <li>-Year 2 (gap of less than 10%) and Year 6 (gap of less than 20%) improvement in end of Year reading results</li> <li>-Pupils have developed positive reading habits</li> <li>-Increased parental engagement in supporting reading.</li> </ul>
To improve the wellbeing and mental health of identified pupils.	<ul style="list-style-type: none"> <li>-Pupil voice evidences improvement</li> <li>-Attendance increases</li> <li>-High engagement in lessons and with further enrichment opportunities</li> <li>-Parent satisfied with support in place for pupils – survey results</li> </ul>
Wider participation in whole school community events and experiences. Pupils are ambitious and aspirational.	<ul style="list-style-type: none"> <li>-Children participate in a wide range of extracurricular activities</li> <li>-The curriculum is well sequenced to provide knowledge about different opportunities available for pupils.</li> <li>-20% of after school clubs are allocated for disadvantaged pupils</li> </ul>

## Activity in this academic year

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

## Teaching

Budgeted cost: £146,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed												
Appointment of Speech and Language teacher and intervention TA. Elklan Training for Speech and Language teacher.	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Elklan equips professionals with the knowledge, skills and strategies to enrich S&amp;L and communication needs:</p> <p>Develop children's/pupil's communication skills?</p> <table><tr><th>Score</th><th>Percentage</th></tr><tr><td>5</td><td>68.85%</td></tr><tr><td>4</td><td>27.46%</td></tr><tr><td>3</td><td>2.79%</td></tr><tr><td>2</td><td>0.75%</td></tr><tr><td>1</td><td>0.15%</td></tr></table> <p><a href="https://www.elklan.co.uk/EvaluationReports/2022-23">https://www.elklan.co.uk/EvaluationReports/2022-23</a></p>	Score	Percentage	5	68.85%	4	27.46%	3	2.79%	2	0.75%	1	0.15%	1, 4, 5
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Ongoing recruitment of school Attendance Officer	<p>An integral part of the school to support with improvements on pupil attendance and develop relationships within the school community. Identifies where support is needed and supports with targeted interventions in order to improve the outcomes for pupils and their families. Evidence shows that pupils with the highest attendance throughout their time at school gain the best outcomes.</p> <p><a href="https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/">https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</a></p>	2, 4, 5												
Reading Recovery Teachers x 2	<p>Research shows that Reading Recovery achieves good results that are swift and long lasting. 17 out of 20 children who complete Reading Recovery catch up with their classmates within 20 weeks. This level of success, evidence based, has been consistent for over 30 years.</p> <p><a href="https://www.ucl.ac.uk/reading-recovery-europe/research-and-evaluation">https://www.ucl.ac.uk/reading-recovery-europe/research-and-evaluation</a></p> <p><a href="#">Search results - Evidence 4 Impact</a></p>	1, 3, 4												

<i>Talk for Reading Training x 2 member of staff</i>	<p>Teaching reading effectively relies on integrating three important strands – Learning to Read, Learning to Comprehend and Reading Culture. Talk for Reading focuses on developing the Learning to Comprehend strand. It aims to develop children into efficient, effective, thoughtful and strategic readers who can learn about life, discover information and deepen their thinking through considering other people's views and experiences with a critical mind.</p> <p>Oracy increases engagement in learning and makes experiences more engaging and memorable.</p> <p><a href="#">Why Oracy Matters - Voice 21</a></p>	1, 3
<i>Speech Therapist support – early intervention in EYFS and whole school support</i>	<p>Speech, language and communication skills play a crucial role in a child's school readiness and ability to achieve their educational potential. It is essential that all children have support in gaining the speech, language and communication skills they need to fully engage with their education.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a></p>	1, 3, 4, 5
<i>Family Support advisor</i>	<p>Children learn better when families, schools and children work together. Pupils and their families often require emotional support, guidance and encouragement in order to remain positive and make good progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF/Personal-Social-and-Emotional-Development">EEF   Personal Social and Emotional Development (educationendowmentfoundation.org.uk)</a></p>	2, 4, 5
<i>Employ and train two ELSAs within school (Emotional Literacy Support Assistant).</i>	<p>ELSAs support a young person's emotional development and help them cope with life's challenges. ELSAs will also help children and young people to find solutions to problems they might have.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4, 5
<i>Appointment of Forest School lead and provision of FS lead training</i>	<p>EEF suggests that although studies are limited, the evidence to date is that outdoor learning provide opportunities for disadvantaged pupils that they may not otherwise be able to access. Participation in such activities support to develop non-cognitive skills vital in the real world context.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	2, 4, 5

	<a href="#">untitled (forestresearch.gov.uk)</a>	
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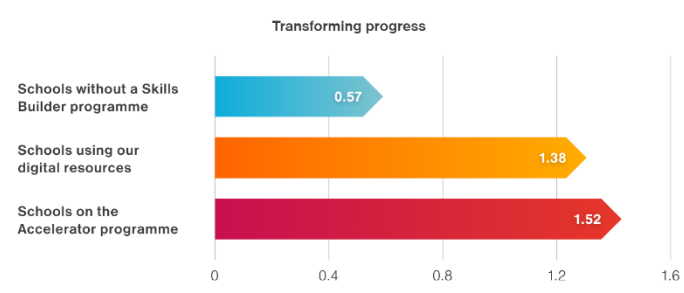
## Targeted academic support

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Talking Partners, oral language intervention and Bucket Time – Support Staff training and lead on intervention.</i>	<p>EEF shares strong evidence to suggest that Oral Language Interventions impact reading and reading progress.</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Teaching assistants who's time is protected in order to deliver targeted interventions to individual pupils or small groups have more impact than those who are only class based.</p> <p><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3, 4
<i>Lexia Reading Core 5</i>	<p>Practical support for lower attaining pupils and those from disadvantaged backgrounds – supports pupils with catching up with their peers. Study suggests that pupils who are offered Lexia make an additional three months progress compared to those children not using the programme.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</a></p> <p><a href="#">Search results - Evidence 4 Impact</a></p>	1, 3
All Support Staff deployed to support in EYFS and KS1 reading sessions daily.	<p>The explicit nature of the instruction and the intensive support provided in small reading group/phonics session have a significant impact on the progress of children. Lower attaining pupils especially appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3
Brilliant Club – A research based University style programme	Impact report from 13 Year 5/6 Polegate School children in 2023/24 showed progress of up to 110% in written communication, subject knowledge and critical thinking.	1, 2, 5

## Wider strategies

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Introduction of Skills Builder Programme</i>	<p>Research has shown that building these eight essential skills can support the children's emotional wellbeing, academic success and prepare them for a life beyond school.</p>  <p><a href="https://skillsbuilder.org/">Our impact (skillsbuilder.org)</a></p>	1, 5
<i>Accelerated Reader used from Y1-Y6</i>	<p>Accelerated Reader helps to develop positive attitudes to reading and is linked to significant improvements in reading for pupils from low income families.</p> <p><a href="#">Accelerated Reader   Renaissance Learning</a></p> <p><a href="#">Search results - Evidence 4 Impact</a></p>	3, 5
<i>Funding/part funding enrichment opportunities</i>	<p>Research indicates that children will find life more challenging without adequate cultural capital experiences.</p> <p>Opportunities are supported to ensure all children feel equal creating more positive attitudes to learning and increasing well-being.</p>	2, 4, 5
<i>Lunchtime Nurture groups</i>	<p>Addresses barriers to learning and targets children at risk of underachievement due to social/development needs.</p> <p><a href="https://guidebook.eif.org.uk/">https://guidebook.eif.org.uk/</a></p>	2, 4, 5

**Total budgeted cost: £195,000.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Pupil Premium areas of impact:*

#### **2024-2025 data:**

In EYFS – (12 pupils 31% SEND)

80% achieved GLD in Reading

80% achieved GLD in Writing

80% achieved GLD in Number

(One pupil left school by the end of the academic year).

#### **Phonics:**

In Year 1 (72% SEND) 46.2% of Pupil Premium passed Phonics Screening.

End of Key Stage 1 – 78.6% including retakes.

#### **End of Key Stage 2:**

The percentage of pupils achieving ARE or above at the end of key stage two (SEN 48%):

Reading – 75% (25% GD)

Writing - 71.4% (33.3% GD)

Maths – 66.7% (4.8% GD)

Intended Outcome	Success Criteria	Outcomes to date
<b>To improve Speech and Language and communication skills across the school.</b>	Assessment data (teachers, Language Link, Speech and Language teachers) and lesson observations show progress and increased language skills from our disadvantaged pupils.	-S & L lead completed all modules on Elklan training. <i>(Support staff completed training also but has subsequently left role).</i>  -12 PP children participated in sessions.

		<p>- 80% of PP pupils working at GLD in speaking end of</p> <p>Key  • Severe  • Mild to Moderate  • Low Average  • Passed  • Not Marked  • Not Assessed</p> <p>Charts show Language Link assessment results for each Key Stage.</p> <p>Foundation (Year R) (Values in %)</p> <p>Key Stage 1 (Years 1 &amp; 2) (Values in %)</p> <p>Key Stage 2 (Years 3-6) (Values in %)</p> <p>EYFS.</p> <p>The above diagram shows progress made by pupils following language interventions – a decline in need for S and L support.</p>
<p><b>Attendance of PP children improves to be in-line with whole school attendance and above National.</b></p>	<p>Pupils have increased attendance at school and are engaged in all lessons and enrichment opportunities. Sound relationships between attendance officer and families – quick intervention and support when required.</p>	<p>Pupil Premium attendance: <b>91.5%</b></p> <p>Non Pupil Premium attendance: <b>95.7%</b></p> <p>PP National: <b>92.1%</b></p>
<p><b>Improved Reading attainment amongst disadvantaged pupils. Smaller gap between PP and non PP pupils. Children and families are engaged in a robust approach to reading.</b></p>	<p>Improved Year 1 Phonic screening results. Year 2 (gap of less than 10%) and Year 6 (gap of less than 20%) improvement in end of Year reading results</p> <p>Pupils have developed positive reading habits</p> <p>Increased parental engagement in supporting reading.</p>	<p>- 5 Year 2 Pupil Premium pupils completed Reading Recovery until April 25. Average of 3 steps progress over 2 terms.</p> <p>-Improvement in Phonics 4.5%</p> <p>-Year 2 gap: 52.4% (SEND &amp; PP 30%)</p> <p>-Year 6 gap: 17% (SEND &amp; PP 48%)</p> <p>-Parent Phonic sessions held.</p> <p>-Support reading parent session.</p> <p>-Guided Reading approach adapted.</p> <p>-Little Wandle training for all support staff.</p> <p>-3 x weekly Adult led Guided Reading activities for EYFS and Year 1.</p>

<b>To improve the wellbeing and mental health of identified pupils.</b>	<p>Pupil voice evidences improvement</p> <p>Attendance increases</p> <p>High engagement in lessons and with further enrichment opportunities</p> <p>Parent satisfied with support in place for pupils – survey results</p>	<p>38% of pupils on SEND register are PP. 27.5% of this group have SEMH need.</p> <p>Range of support in place across the school:</p> <ul style="list-style-type: none"> <li>-Forest school nurture lunch club</li> <li>-Family workshops.</li> <li>-Mental Health Family Advisor working with the school</li> <li>-Weekly therapy dog visits</li> <li>-Sensory garden installed</li> <li>-LSEAT work: training for support staff</li> <li>-Sensory CLASS roadshow to support emotional regulation planned for INSET</li> <li>-PDA training delivered to all staff Sept / Oct 2025</li> <li>-Neuro Ninja project started Feb' 2025.</li> </ul>
<b>Wider participation in whole school community events and experiences. Pupils are ambitious and aspirational.</b>	<p>Children participate in a wide range of extracurricular activities</p> <p>The curriculum is well sequenced to provide knowledge about different opportunities available for pupils.</p> <p>20% of after school clubs are allocated for disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>-15% school contribution towards trips to ensure that all pupils can access.</li> <li>-18% of attendance at enrichment clubs held by PP pupils.</li> <li>-Wide range of enrichment opportunities across the curriculum.</li> <li>-Skills Builder embedded across the school – school awarded Gold Status.</li> <li>-Professional Development Subject leader established.</li> <li>-School became Primary Career Hub East Sussex lead school.</li> </ul>

**2023-2024 data:**

*In EYFS – (14.8 children / 8 SEN)*

*46.2% achieved GLD in Reading*

*46.2% achieved GLD in Writing*

*46.2% achieved GLD in Number*

*In Year 1 41.7% (4 SEN) of Pupil Premium passed Phonics Screening*

*The percentage of pupils achieving ARE or above at the end of key stage two (7 SEN 33%):*

*Reading – 47.6% (4.8% GD)*

*Writing - 42.9% (9.5% GD)*

*Maths – 33.3% (9.5% GD)*

**2022-2023 data:**

*In EYFS – (13 children / 4 SEN)*

*38.% achieved GLD in Reading*

*38.5% achieved GLD in Writing*

*46.2% achieved GLD in Number*

*In Year 1 85.7% of Pupil Premium passed Phonics Screening*

*The percentage of pupils achieving ARE or above at the end of key stage two:*

*Reading – 66.7% (23.8% GD)*

*Writing - 66.7% (28.6% GD)*

*Maths – 57.2% (14.3% GD)*

*(21 pupils / 10 SEN).*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

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