

# 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](#).

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

Detail	Data
School name	Polegate School
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 to 2025/26
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Debbie Jones Head Teacher
Pupil premium lead	Hayley Giggs
Governor / Trustee lead	Elizabeth Latter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206,815.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£206,815.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

**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.
- Ensure that oracy skills are developed and enhanced fully within the school curriculum in order to empower all pupils.
- 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 and enhance their learning.

## Challenges

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

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 93.1% in comparison to their non-disadvantaged peers at 95%. 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.

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: £ 16750

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.  Children will become independent readers at an accelerated rate.	1,2,4
Talk for Writing training – to include small group planning sessions for all teams and online training for new members of teaching staff.	When children are confident with their oracy skills, writing progress is greater and activities are inclusive. Consistent use of talk for writing techniques will support children in becoming independent writers. Training teachers to support in this development will ensure QFT and support in accelerating progress.	1, 2, 3
Clive Dunn INSET – curriculum development and assessment	OFSTED inspector support with developing a progressive curriculum and planning assessment points effectively. This investment will ensure that subject leaders are confident in supporting class teachers and that the curriculum meets the needs of all learners.	1,2,3
SEN staff training (Makaton training for TAs, Dyslexia training for teachers to include visuals and adaptive teaching, SWAYLE inclusion conference).	New to SENCO course completed to ensure SENCO confidently supports staff and best support offered to SEND children within the school community; pupils make progress and are fully able to access learning.	1, 2, 4

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

Budgeted cost: £90,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition teacher	Data from summer 2023 highlighted need for additional support within the Year 3 cohort – 56% of PP in cohort were working below ARE in maths and writing and 44% were working below ARE in reading. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2,4,5
Every Child Counts – KS1	Early identification of pupils at risk in Maths ensures gaps are not able to form. Data tracked from ECC teacher shows	2

Intervention Teacher	accelerated progress of up to 12 months in a 14 week programme. EEF Research suggests this has a high impact: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	
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. <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	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
Brilliant Club – A research based University style programme	Impact report from 13 Year 5/6 Polegate School children in 2022/23 showed progress of up to 110% in written communication, subject knowledge and critical thinking.	1,2,5
Maths tutor – Years 5 and 6	Targeted tuition working on specific identified needs shows a positive impact on pupils attainment:  <a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4
Lexia Reading Core 5	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.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</a>	1,2,4

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

Budgeted cost: £90,000

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 resilient Improved SEMH for pupils Increased cultural capital	5,
Forest school teacher – nurture sessions	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. <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> <a href="https://forestresearch.gov.uk/">untitled (forestresearch.gov.uk)</a>	1,3,5,
Lunchtime nurture groups	Addresses barriers to learning and targets children at risk of underachievement due to social/development needs.  <a href="https://guidebook.eif.org.uk/">https://guidebook.eif.org.uk/</a>	3,5

**Total budgeted cost: £ 197,250**

## 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 2022 to 2023 academic year.

<p><b>Pupil Premium areas of impact:</b></p> <p><b>In EYFS – (13 children / 4 SEN)</b></p> <p>38.5% achieved GLD in Reading</p> <p>38.5% achieved GLD in Writing</p> <p>46.2% achieved GLD in Number</p> <p>In Year 1 85.7% of Pupil Premium passed Phonics Screening</p> <p><b>The percentage of pupils achieving ARE or above at the end of key stage two:</b></p> <p>Reading – 66.7% (23.8% GD)</p> <p>Writing - 66.7% (28.6% GD)</p> <p>Maths – 57.2% (14.3% GD)</p> <p>(21 pupils / 10 SEN).</p>
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### 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*

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)

*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.*