

# Pupil premium strategy statement – Polygon 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	77
Proportion (%) of pupil premium eligible pupils	79.2%
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> )	2025-2028
Date this statement was published	07/03/2025
Date on which it will be reviewed	September 2025
Statement authorised by	Ben Penfold
Pupil premium lead	Gemma Griffiths
Governor / Trustee lead	Andrea Faustino

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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,040
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£69,040

# Part A: Pupil premium strategy plan

## Statement of intent

- To ensure that all children receipt of Pupil Premium make accelerated progress so that they are either working closer to age related expectations in Reading, Writing and Maths by the end of the academic year, or they have made accelerated progress throughout the year so that the gap is closing.
- To ensure that pupils take part in an enriched curriculum that provides experiences to enhance progress in academic, social, emotional and personal development.
- To continue to have no recognisable gap between the attainment of pupils in receipt of PP and non-pupil premium groups.
- To ensure that standards of attainment and progress for PP children meet expectations and that children achieve their full potential.

### **We prioritise the use of the Pupil Premium as follows:**

- Pupil Premium pupils who are underachieving.
- Pupil Premium pupils who are achieving well and deserve to be extended and challenged to reach their true potential.

Our school has a very high percentage of PP pupils which is important to note within the context of our whole strategy. The difference between the progress of PP and non PP pupils is negligible. However, our pupils generally start their schooling at Polygon as significantly below age related expectations.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Therefore, whilst it is recognised that Pupil Premium funding is to be allocated to those specifically identified using the Government criteria, we will seek opportunities wherever possible to expand that support so that other vulnerable pupils or groups may also benefit from interventions are enhancement activities that are being delivered for Pupil Premium.

All of our pupils, whether PP or not, experienced significantly different schooling during the pandemic lockdown periods at best and at worst, no schooling at all which has been detrimental to their progress and development in their primary years.

Many of our pupils, whether PP or not, have experienced turbulence and often many school placements during their primary years prior to being granted an Education, Health and Care Plan (EHCP) which has also been detrimental to their progress and development in their primary years.

In the years since the pandemic our pupils are starting their schooling at Polygon in year 7 with increasingly low levels in the core subjects. We are experiencing a higher level of need in the areas of Cognition and Learning than pre-pandemic.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>English in general</b></p> <p>Pupils generally start in year 7 with increasingly very low attainment in English, with oracy, reading and vocabulary skills and understanding below that of others of their age group. Due to a poorer socio-economic and disadvantaged upbringing, these children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' year 7 children have.</p> <p><b>Reading</b></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers - particularly inference and comprehension skills, as well as fluency (very often due to a lack of practice at home).</p> <p><b>Writing</b></p> <p>Lack of vocabulary to draw on; poor spelling and sentence construction; restricted oral language and limited writing skills. Issues with fine motor skills for handwriting.</p>
2	<p><b>Maths</b></p> <p>Pupils generally start in year 7 with increasingly low fluency and recall of basic skills – those children furthest behind struggle to recall times tables and find retaining taught calculation strategies difficult.</p>
3	<p><b>Personal Development</b></p> <p>Levels of resilience and independence for some pupils are not as strong as they could be; this can lead to an over reliance on adults and a detrimental effect on academic progress, particularly in all aspects of English and in Maths (both with basic arithmetic and reasoning/problem solving). Learning behaviours may need strengthening due to long periods of self-isolation and disrupted learning during the pandemic.</p> <p>Observations indicate increasing numbers of our most disadvantaged pupils demonstrate a lack of metacognitive and self-regulatory skills when working independently in the classroom. Monitoring records, data analysis and pupil voice tells us that our most disadvantaged learners struggle to show a positive attitude to learning and/or reach good standards of behaviour. This can be for reasons</p>

	including lack of role-modelling, adverse childhood experiences or attachment difficulties
4	<b>Personal Development</b> Most of our pupils have a lack of cultural capital and enrichment opportunities outside of school. Many PP children need broader outlooks and higher aspirations - low stimulation outside school and lack of life experience.
5	<b>Mental Health &amp; Well Being</b> Less developed social and emotional intelligence in many PP children (low self-esteem, anxiety, anger management issues). Some individuals are not in a position to make accelerated progress without additional nurturing support and the intervention of external agencies.
6	<b>Socio-economic Issues Affecting Mental Health &amp; Well Being</b> Hardship within many PP families – safeguarding issues, proportionally lower parental engagement, restricted life experiences, families struggling financially, low aspirations.
7	<b>Attendance</b> Improving attendance and readiness to learn for the most disadvantaged pupils is an issue with some persistent non-attendance from some of the most disadvantaged pupils.
8	<b>SEND</b> Ensuring that provision is tailored to remove the barriers to achievement in the areas of Communication & Interaction, Cognition & Learning, SEMH and Sensory & Physical for each pupil, taking account of the Special Educational Provision required within each child's EHCP.

## 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
Priority 1: To achieve accelerated progress in reading, writing and maths through quality first teaching and closely monitored interventions.	<p>All pupils make a minimum of 2, ideally 3 or more sub levels per year progress in all subjects.</p> <p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2027/28.</p> <p>An increase in the percentage of disadvantaged pupils entered for English and Maths GCSEs. For those that are entered, results show no attainment gap between disadvantaged pupils and their peers</p>

<p>Priority 2: To achieve a minimum of 80% attendance. (Nationally equivalent provisions for SEMH currently average at 74%)</p>	<p>Significant decrease in persistent absenteeism. Significant decrease in odd days off. Increased support from newly allocated Education Welfare Officer.</p>
<p>Priority 3: For all pupils to have improved resilience and aspirations through access to wider opportunities within an enhanced curriculum that will impact positively on learner behaviours and pupil outcomes re: academic, social and emotional development.</p>	<p>Majority of disadvantaged pupils take part in at least two after-school clubs. A wide range of personal development activities accessed by all through the curriculum on offer to all: forest school, outdoor learning, swimming, powerboating, climbing, cycling, cinema and theatre trips etc. Our rich, exciting and engaging curriculum is further enhanced to ensure that lessons promote shared values and allow pupils to experience appropriately scaffolded challenge and success. Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils have high aspirations and positive self-esteem. Quality and after-school clubs offered free to all pupils to provide them with wider opportunities thereby enhancing their personal development. Trips are heavily subsidised or free so PP children have the same opportunities and experiences as non-disadvantaged children</p>
<p>Priority 4: To address the academic, social, emotional and mental health needs of pupils who are most at risk of underachieving through support for our vulnerable families.</p>	<p>Accurate and timely identification and careful monitoring of individual targets, support plans and bespoke provision in class enables pupils to thrive. SENDCO and Mental Health Lead proactively engage with outside agencies to provide additional support and advice where appropriate re: mental health and well-being. Safeguarding Team identify parents for additional support, refer appropriately and work with them on strategies to support SEMH and further parental engagement. School further develops its communication via accessible website with regular blog posts. Parents and Carers attendance at Target Review Days is at least 85%. Reduced absence among pupils eligible for PP to achieve targets. Attainment and progress is improved through greater motivation and self-learning. Parents report positive experiences of school through surveys on Target Review Days. Attainment and</p>

	<p>progress is improved through greater motivation and self-learning.</p> <p>All pupils able to access School Counsellor to support them.</p> <p>School working with CAMHS to offer CAMHS appointments at school to increase attendance at appointments.</p>
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## Activity in this academic year

How we intend to spend our pupil premium funding **this academic year** to address the challenges listed above

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

Budgeted cost:

Training £2,000, Outdoor Teacher sessions £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma & Attachment Aware Educational Settings – 5 year training CPD for staff	<a href="#">Attachment &amp; Trauma Aware approaches in education   ARC</a> Pupils at the school, especially PP pupils have experienced a high number of ACES	5,6
Outdoor Education Teacher for Outdoor and Enrichment learning as part of the curriculum for all	Positive response to activities by pupils, staff noticing increased confidence and self belief of pupils. <a href="#">5 Reasons to Incorporate Outdoor Learning in Our Classrooms and How to Make it Happen</a>	3,4,5,6,7,8

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

Budgeted cost: £19,000 for Intervention Teacher 2 x days per week, Online resources £2,500,

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1,2
Literacy Interventions: Lexia and Dyslexia Gold	Pupils respond well to online interventions and these programmes assess the exact level they are working at to move them on with an n screen intervention.	1,2

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

Budgeted cost:

£2,00 sensory resources, £3,500 cultural activities, School Counsellor £19,040 (from PP budget, remainder from PEP money for LAC pupils)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment for PP pupils with enhanced sensory needs, including autism.	We have observed that sensory equipment and resources such as fidget toys, stress relieving resources such as theraputty, bands and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs. The OT is currently working on a list of resources that need to be purchased through current intervention work which will be finalised to purchase at the start of the new financial year.	5,8
Cultural trips and in-school arts activities, including creative art and drama	As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets. <a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a>	3,4

1:1 and 2:1 School Counsellor Sessions offered to all PP pupils throughout the year	Sleuth data Reports from students BeeWell Survey	All challenges covered through counselling support
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**Total budgeted cost: £69,040**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This year's strategy is a new strategy so this is the review of last year.

Review was compiled on 07/06/2024

#### Overview

Allocation of Pupil Premium Grant (PPG) 2023-24	
Total number of pupils on role	74
Total number of pupils eligible for PPG	64
Total number of pupils eligible for Free School Meals	64
<b>Total amount of PPG received (Deprivation)</b>	£61,950
<b>Total amount of PPG received (Post LAC)</b>	£3,620

#### Intent

The school continues to focus upon four aspects for children in receipt of PP:

- **Transitions**
- **Engagement**
- **Attendance**
- **Literacy development**

Continued careful planning for and monitoring of these four areas takes place.

#### Transitions

We have a face to face transition programme with year 6 pupils having the opportunities for 2 show arounds (1 with parents) and 4 transition sessions. The year 6 pupils, their feeder schools and parents have given positive feedback about how these sessions have been really supportive and a good foundation. In addition to this we have offered extra sessions to some year 6s who needed them.

We support the pupils at the other end of the school transitioning to post 16 with college interviews and visits and sharing of information to support effective transition.

#### Engagement

A range of opportunities to engage pupils and enrich their school experience continue to be offered, such as forest school, swimming, boxing, fishing, gardening, music, plus a range of other off site visits and trips. These provide enjoyable and often therapeutic

type experiences, the visits broaden the children's horizons and aspirations. This year we have also developed the offer of school allotment sessions.

Bernie Wilson is employed as the School Counsellor for 2 days per week. She supports 14 pupils per week who have a minimum of half a term input for one session a week each. They engage well with this provision and we see the impact upon this on their well being. All PP pupils have had the opportunity to see her this year.

## **Attendance**

We continue to promote attendance and keep it high on the agenda. The current mean average attendance is 79.3% for the year. For PP pupils this is slightly lower at 77.64% and non PP pupils slightly higher at 82.08% In equivalent provisions it is around 73%, Polygon is significantly higher than this.

Tutors oversee the attendance of their groups and report any issues as children of concern in staff meetings. From this we identify pupils that the attendance team need to go out and support. This can be to bring pupils in, deliver work to do at home (when appropriate) and to see parents and arrange meetings. This term we have looked more in depth at a tutor group a week each staff meeting. We then focus on two of each tutor group that we need to apply extra strategies for.

Our attendance figures continue to be adversely affected by a small group who are often long term school refusers. 1:1 Stretch provision goes some way to supporting these pupils, helping improve the attendance percentages and engagement for this group. We remain relentless in the pursuit of improved attendance, we continue our weekly draw, give out certificates and cups and have an attendance board in the school hall to celebrate successes.

## **Literacy Development**

Main things done to promote literacy development are:

- Specific 1:1 interventions targeting pupils needing extra support (as evidenced on Provision Maps)
- Regular twice weekly Literacy sessions delivered by class tutors in addition to English lessons.
- Use of Spelling Shed to accelerate spelling progress
- Continuation of regular group and 1:1 reading to an adult

## **Impact**

- Reflecting on the start of the academic year, most Year 7s settled well, transitioning successfully.
- Engagement activities continue to be varied and pupils participate enthusiastically, we ensure that there are a range of activities so everyone has an opportunity to engage in something that they enjoy and can achieve in.
- Attendance remains a concern, especially for persistent absentees and needs to continue to be an area for development.
- Literacy development is reflecting well in GCSE results.
- It is also worth noting that one of our previous PPG pupils who left us 3 years ago, has completed his college course and has been offered a place at university. In the gap year that he has taken he has worked with us as a Peer Mentor through Majestic Project. This has been really positive both for him and our pupils that he has supported.

## Attainment

Progress for 2 terms – up to end of Spring 2

PP	Average progress Maths	Average progress English	Average progress Science	Average progress ICT	Average progress PE	Average progress DT	Average progress Food	Overall average
<b>Yes</b>	0.23	0.26	0.17	0.33	0.51	0.19	0.29	0.28
<b>No</b>	0.30	0.28	0.1	0.44	0.52	0.30	0.42	0.34
<b>Overall average</b>	0.26	0.28	0.16	0.35	0.52	0.20	0.33	0.30

0.33 = 1 sub level of progress

Please note that the statistics need to be reviewed in the context of there only being 10 non PP pupils so the validity of the data could be questioned.

The differences between the two groups are very small and overall progress average is 0.06 higher for non PP which is less than 1/5 of a sub level.

## Externally provided programmes

N/A in terms of PP spend – these are used for Stretch pupils

End of strategy statement