



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Squirrel Hayes First School
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils	34 (39%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 <b>2023 - 2024</b>
Date this statement was published	15.12.2023
Date on which it will be reviewed	30.11.2024
Statement authorised by	Jamie Robertson
Pupil premium lead	Erica Pickford
Governor / Trustee lead	Stephanie Edwards

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,810
Recovery premium funding allocation this academic year	£4,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£55,740



## Part A: Pupil premium strategy plan

### Statement of intent

Squirrel Hayes First School prides itself on a highly inclusive and personalised approach to learning for all where 'Every child and everyone matters'. Governors, staff and professional partners are committed to promoting an aspirational learning culture where all individuals are valued equally, respected and provided with high quality daily learning experiences. Strong relationships and pastoral support and guidance helps underpin the school's positive ethos and helps drive the high expectations for all members of the school's learning community.

Our intention is that all pupils irrespective of background, need or challenge, aspire to achieve to their very best, making good progress both academically, socially and emotionally. This lies at the heart of our school motto – '*Aspire, Believe- Achieve*'.

By knowing our learners and learning community well, we will consider the challenges faced by our vulnerable pupils and focus on what we can influence most, regardless of whether learners are disadvantaged or not. High quality teaching is at the heart of our approach delivered through highly inclusive practice, built upon a bedrock of positive relationships and pastoral care. This is proven to have the greatest impact upon closing the disadvantaged gap, whilst at the same time benefitting all learners regardless of need.

Our strategy is also integral to wider school plans for education recovery, notably through targeted support for learners whose education has been worst affected. This is regardless of background or disadvantage.

Our personalised approach to learning is responsive to both commonly shared challenges and individual need and is rooted in robust and accurate diagnostic assessment rather than assumptions about the impact of disadvantage. Building an on-going, holistic understanding of all learners and their needs ensures timely, targeted support and curriculum equity and access for all. This strategy supports the schools school's priorities for all ensuring:

- all regardless of need are challenged in their learning
- intervention is timely and delivered by the best qualified
- all staff take responsibility for raising expectations and aspiring learners
- all have their voice heard through highly structured opportunities and teacher led/structured talk



- embedded BLP 'Building Learning Power' promotes and develops self-efficacy, self-esteem and confidence for all
- equal access to the full curriculum and wider school life

## Challenges

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

Challenge number	Detail of challenge
1	Baseline on entry to the Foundation Stage, assessments, observations and discussions with learners indicate significantly limited vocabulary and underdeveloped oral language and communication skills. This is evident from Nursery through to KS2 and is more prevalent in our disadvantaged learners.
2	36% of the school's learners, including Nursery, are on the SEND register. Many learners are identified as vulnerable (66%) and 55% of these are also SEND or have complex needs.
3	Diagnostic assessments, observations and discussions with learners indicates disadvantaged learners and others negatively impacted by COVID-19, have greater difficulties with phonics and reading. Lack of reading fluency and comprehension negatively impacts their development as readers and access to learning in all subject areas.
4	High proportion of learners have social, emotional and behavioural challenges impacting upon their behaviour for learning and social interaction. Low self-esteem, poor self-regulation and attachment difficulties negatively impacts upon their ability to engage with others and access learning opportunities fully. This has been exasperated through COVID-19, especially within the younger learners within the Foundation Stage and KS1.
5	Many learners particularly those disadvantaged do not have access to additional opportunities that support a rounded education and greater cultural capital that supports successful life-long learning and future employment.
6	Some learners come from hard to reach homes where parental engagement with school and home learning is low, due to low expectations and financial hardship. Lack of equipment and resources for school and home learning negatively impacts upon self-esteem and learner engagement to its full potential.
7.	Attendance for those learners most disadvantaged is below that of their peers and that of all pupils nationally. A significant proportion of disadvantaged learners fall with the persistent absence group with attendance below 90%. (Added new 2022-2023)



## 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
Improve oral language skills and communication amongst disadvantaged/vulnerable learners.	Assessments, observations and learner discussions indicate significantly improved vocabulary and oral language skills. This is evident when triangulated with other sources of evidence, including talk for learning, engagement in lessons and with their peers and on-going formative assessment.
Effective use of the 'graduated response' and assessment informs high quality 'inclusive teaching', carefully selected intervention and resource deployment.	Assessments, observations and learner engagement for those with SEND and disadvantage, demonstrates good progress from starting points for those disadvantaged with SEND. Provision mapping effectively informs inclusive teaching and intervention.
Improved Phonics and Reading attainment for disadvantaged and vulnerable learners.	Foundation Stage and Key Stage 1 Phonics/Reading outcomes show that the gap in the percentage of learners achieving the expected standard in phonics/reading is reducing for disadvantaged learners compared to national expectations.  Achieve in line with national average expected standard for Reading in: SATs for KS1, and FSP for the Foundation Stage.
Improved well-being, engagement in learning and self-esteem for all pupils, especially disadvantaged learners.	Observations, pupil Questionnaires and PASS assessments indicate improved well-being and learner's self-confidence in their own abilities to achieve and succeed.
Ensure all disadvantaged learners have access to a full and wide-ranging curriculum entitlement.	100% of disadvantaged learners have access to wider curriculum opportunities such as clubs, music lessons and enrichment activities.  Pupil and parental feedback indicate learners have the resources and support to access a full and engaging curriculum, during the school day and through extended learning opportunities.
Increase parental engagement and home-school learning/partnership opportunities.	A personalised and manageable approach to parental engagement supports home school partnership. Effective home school partnership supports academic and pastoral outcomes for most learners with a greater number of vulnerable learners engaging in regular home learning opportunities. (New 2022-2023)



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<p>Reduce the levels of persistent absence particularly for those who are disadvantaged through home-school partnership.</p>	<p>Effective multi-agency and home school partnership supports a reduction in persistent absence, particularly for the most vulnerable and disadvantaged learners. (New 2022-2023)</p>
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## 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: £ 28,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all relevant staff (including new staff and those employed specifically for interventions) have received up-to-date and paid-for training to deliver the Read Write Inc. Phonics Programme effectively.</p> <p>Read Write Inc. Development Day and training for all staff in Phonics and Reading</p>	<p>Phonics approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading, particularly for disadvantaged learners. Its impact is particularly beneficial for younger learners aged (4 – 7).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 3</p>
<p>Teaching Assistant support in each class enables the Teacher to provide targeted high-quality feedback and learning dialogue through targeted group teaching.</p>	<p>Providing high-quality feedback to learners is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.</p> <p>Deployment of Teaching Assistants within each classroom enables the Teacher to provide timely targeted feedback and targeted intervention whilst, ensuring all learning is maintained for all during lessons.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-">https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-</a></p>	<p>1, 2, 3 &amp; 4</p>



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	<a href="https://www.printable.net/2021/11/02/162019_wsqd.pdf?v=1675097606">Printable 2021-11-02-162019_wsqd.pdf?v=1675097606</a>	
<p>CPD for Teachers and Teaching Assistant's - Focus on Supporting pupils with SEND - Scaffolding Strategies.</p> <p>All learners have access to high quality teaching which includes:</p> <ul style="list-style-type: none"> <li>○ Flexible grouping</li> <li>○ Teaching cognitive and metacognitive strategies</li> <li>○ Explicit instruction</li> <li>○ Scaffolding</li> <li>○ Use of technology</li> </ul> <p>(New 2022-2023)</p>	<p>Evidence and research demonstrates that understanding the needs of individual pupils and being inclusive requires a plan by design rather than just simple differentiation. The planned weaving of specific approaches into the everyday, high quality classroom teaching and support ensures inclusion and positive outcomes for learners who are disadvantaged and/ or have SEND.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</a></p>	1, 2,4 & 7.
<p>Embed oral language development activities across the school. All learners have regular access to structured and teacher led 'talk' opportunities to develop and articulate their ideas, consolidating understanding and extending vocabulary.</p> <p>Purchase diagnostic language toolkits (WEIComm Early Years Toolkit &amp; Primary Toolkit).</p> <p>Purchase BVS (British vocabulary Scales)</p>	<p>There is strong evidence that suggest oral language interventions, including diagnostic activities, high quality classroom discussion, structured questioning and purposeful curriculum-focused dialogue and interaction are inexpensive to implement and have a high impact on language development in general and reading.</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>	1,2,3
<p>Improve quality of 'inclusive teaching through effective provision mapping, implementing a 'graduated response' to supporting learners with SEND and those disadvantaged.</p>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. Schools should aim to understand individual learners needs using the 'graduated response of the 'assess, plan, do review' approach.</p> <p>Research suggest that teachers should develop a repertoire of teaching strategies that can be used flexibly to meet the needs of all learners (flexible grouping, cognitive and metacognitive strategies, explicit instruction,</p>	2,3, 4 & 7

	<p>scaffolding and using technology to support learners with SEND.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 13,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a Teaching Assistant to lead additional Phonics and Reading Interventions to accelerate progress in Reading for targeted learners 4 x a week for short designated sessions.</p> <p>On-going CPD for Teaching assistant provided through access to on-line 'Read Write Inc. CPD' to ensure high quality tuition and experience of intervention lead.</p>	<p>High quality targeted support can provide effective extra support for learners.</p> <p>Small group support is most effective when learners are supported by the most experienced staff, training support and resources are provided, sessions are brief and regular and are explicitly linked to the everyday activities of teaching.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1,3
<p>Teaching Assistant support in each class enables the Teacher to increase the frequency of high-quality feedback and learning dialogue. Teacher to use inclusion of meta cognitive and self-regulations skills to develop more independent</p>	<p>There is some evidence to suggest that disadvantaged learners are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of these strategies by the teacher and reinforcement by the Teaching Assistants could therefore encourage targeted learners to practice</p>	1,2, 3 & 4



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<p>learning strategies and self-confidence.</p>	<p>these skills and use them more frequently throughout their daily lessons and learning experiences.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</a></p>	
<p>Teaching Assistant support in each class enables the Teacher and trained Teaching Assistants to deliver targeted intervention linked to classroom teaching. With a focus on addressing misconceptions or targeted to specific needs of learners through on-going AfL. (New 2023-2024)</p>	<p>EEF findings evidence that interventions targeted at specific pupils using on-going assessment for learning supports good progress. This is particularly the case when interventions are clearly linked to classroom learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a></p>	<p>1, 2, 3 &amp; 4</p>

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

Budgeted cost: £ 13,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding further access to a healthy start to the school day for all learners, especially those most disadvantaged. Build upon initial start-up of provision through 'Magic Breakfast' now managed through school's own provision. (New 2022-2023)</p>	<p>EEF evidence review of school's with 'Magic Breakfast Provision' indicates that this approach successfully increased the up-take of breakfast, whilst sensitively targeting learners most likely to benefit. Behaviour improved in 'Breakfast Club' schools. School provision to follow this model and build upon previous 'Magic Breakfast Provision'</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	<p>4, 5, 6 &amp; 7</p>



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	<p>A brief compiled by the Food Research and Action Center (FRAC) outlines the <b>correlation between breakfast and school performance</b> among children, based on numerous research findings. The findings include how eating, and not eating, breakfast affects academics, brain function, and overall wellness.</p> <p><a href="https://healthy-food-choices-in-schools.extension.org/breakfast-and-the-brain-how-eating-breakfast-impacts-school-performance/#">https://healthy-food-choices-in-schools.extension.org/breakfast-and-the-brain-how-eating-breakfast-impacts-school-performance/#</a></p>	
<p>Increase staff awareness of SEMH specific challenges through the analysis of PASS questionnaires, informing personalised and targeted intervention.</p>	<p>Research indicates that Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEMH interventions can focus on the ways in which students work with (and alongside) their peers, teachers, family or community leading to improved self-esteem and well-being.</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>	<p>4, 5, 6 &amp; 7</p>
<p>Learners come to school well-resourced and prepared to learn through access to a uniform and resource support scheme.</p>	<p>Mentally Healthy Schools and Anna Freud Centre for Children and Families recognises that relationships in a child's life is very important for their well-being. Schools should ensure that the learners feel they belong to and are a valued part of the school's community.</p> <p>Feedback from our own learners in the past through learner interviews had indicated how not having the correct equipment for school or uniform has made them feel anxious or ben a contributing factor in unwanted behaviours. As such as a school we feel supporting our learners in having</p>	<p>6 &amp; 7</p>

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	<p>access to the school's uniform and resources for their learning to access the full curriculum ensures they have a sense of belonging to the school's community and can support them in building important relationships with their peers, staff and the wider community.</p> <p><a href="https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/relationships-and-belonging/">https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/relationships-and-belonging/</a></p>	
<p>Deployment of funds to support access to a wider curriculum and engagement in extra-curricular/extended learning opportunities. (New 2022-2023)</p>	<p>Uptake in clubs, visits and extra-curricular tuition is increased by targeted provision for disadvantaged families. Opportunities presented to encounter new experiences and &amp; life skills.</p> <ul style="list-style-type: none"> <li>- Activities with a focus on increasing confidence, self-esteem, collaborative learning and resilience.</li> </ul> <p><a href="https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf">https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</a></p>	<p>4, 5, 6, 7</p>
<p>Employ an EWO to support multi-agency and partnership working for targeted families around attendance. EWO to complete analysis and scrutiny of attendance data, complete home visits, attend parents meetings and work with school staff on implementing support plans and attendance agreements. (New 2022-2023)</p>	<p>The DfE guidance 'Working Together to Improve School Attendance' has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. This document shares guidance and expectations from September 2022.</p> <p>Evidence shows that some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation but is successful through a partnership approach.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_to">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_to</a></p>	<p>2, 4, 6, 7</p>

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	<a href="#">gether to improve school attendance.pdf</a>	
<p>Parents, especially those of vulnerable/disadvantaged learners are supported to engage with school. A variety of forms of communication are used to engage parents and respond to their needs supporting home-school -partnership.</p> <p>SLT member to lead on consultation with school's community. - Time provided to review, evaluate and inform action planning.</p> <p>Workshops and information events support home-school partnership working building relationships within the community. (New 2022-2023)</p>	<p>EEF research and guidance around parental Engagement demonstrates that a school's communication and engagement strategy is most effective when it is informed by parental voice and consultation. This ensures vulnerable and hard to reach families are supported to engage with school.</p> <p>Key considerations:</p> <ul style="list-style-type: none"> <li>○ Critically review how you work with parents</li> <li>○ Provide practical strategies to support learning at home.</li> <li>○ Tailor school communication to encourage positive dialogue about learning</li> <li>○ Offer more sustained and intensive support where needed.</li> </ul> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/ee f-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1675102679">https://d2tic4wvo1iusb.cloudfront.net/ee f-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1675102679</a></p>	4, 5, 6, 7
<p>Increase staff awareness of Emotional Regulation and its links to well-being and behaviour through CPD supported by the embedding of 'an equitable approach' to learning for all – whole school.</p> <p>Pastoral Lead to access ELSA training, to deliver targeted support to vulnerable learners and support staff in SEMH planning and provision.</p> <p>(New 2023-2024)</p>	<p>Research shows that Social and emotional learning have a positive impact on average of 4 months additional progress in academic outcomes over the course of an academic year.</p> <p>Being able to effectively manage emotions and self-regulate impacts upon all aspects of school life, including building positive relationships with both adults and peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning#:~:text=Social%20and%20emotional%20learning%20approaches,SEL%20approaches%20in%20their%20settings.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning#:~:text=Social%20and%20emotional%20learning%20approaches,SEL%20approaches%20in%20their%20settings.</a></p>	1, 2, 4, 5, 6 & 7



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**Total budgeted cost: £ 55,740** (£28,935 + £13,670 + £13,135)



## 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.

Intended outcome	Impact & Outcome for (2022-2023)	Success criteria (End of 3 year Strategy)
<p>Improve oral language skills and communication amongst disadvantaged/vulnerable learners.</p>	<p>A continued focus on oral communications and language development has resulted in a significant increase in opportunities for learners, especially the most disadvantaged, to develop and practice their oral communication skills.</p> <p>As a result, improved communication skills have translated into a continuation of raised standards across the school in reading and writing following a dip in standards as a result of Covid-19 for all learners.</p> <p>Use of diagnostic assessments has successfully informed communication focused interventions resulting in improved outcomes for targeted learners.</p> <p>Percentage of learners across the whole school working at ARE or above increased from:</p> <p>61% baseline Sept 22 – ↑74% in June 2023 in Reading</p> <p>59% baseline Sept 22 – ↑74% in June 23 in Writing <i>(does not include Nursery data)</i></p> <p>Percentage of learners achieving ARE standards for FSM learners increased from:</p> <p>61% Nov 22 – ↑64% June 23 in Reading</p>	<p>Assessments, observations and learner discussions indicate significantly improved vocabulary and oral language skills. This is evident when triangulated with other sources of evidence, including talk for learning, engagement in lessons and with their peers and on-going formative assessment.</p> <p>↑</p>



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		<p>55% Nov 22 – ↑68% June 23 in Writing.</p> <p>75% of all pupils achieved GLD within the Early Years Foundation Stage outperforming national figures by 7.8%. Disadvantaged learners within the Early years achieved 67% GLD outperforming the national figures by 15%</p> <p>Communication impacts upon all aspects of learning and as such a focus on this area has supported improved outcomes for the most challenged learners particularly.</p> <p>Despite having 44% SEND and 31% FSM in the 2022-2023 Year 1 cohort – The school achieved 69% in the Phonics Screener, with 60% for FSM and 43% for SEND.</p> <p>Within the Key Stage 1 SATS Teacher Assessment all learners including those identified as FSM out-performed learners nationally in Reading, Writing and Maths in ARE:</p>																																			
		<table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="2">ARE (Age Related Expectations +)</th> </tr> <tr> <th colspan="2"></th> <th>School (2023)</th> <th>National (2023)</th> </tr> </thead> <tbody> <tr> <td rowspan="5">READING</td> <td>All</td> <td>80%</td> <td>68%</td> </tr> <tr> <td>FSM</td> <td>80%</td> <td>54%</td> </tr> <tr> <td>SEND</td> <td>50%</td> <td>28%</td> </tr> <tr> <td>Boys</td> <td>78%</td> <td>65%</td> </tr> <tr> <td>Girls</td> <td>83%</td> <td>72%</td> </tr> <tr> <td rowspan="3">WRITING</td> <td>ALL</td> <td>73%</td> <td>60%</td> </tr> <tr> <td>FSM</td> <td>80%</td> <td>44%</td> </tr> <tr> <td>SEND</td> <td>25%</td> <td>19%</td> </tr> </tbody> </table>				ARE (Age Related Expectations +)				School (2023)	National (2023)	READING	All	80%	68%	FSM	80%	54%	SEND	50%	28%	Boys	78%	65%	Girls	83%	72%	WRITING	ALL	73%	60%	FSM	80%	44%	SEND	25%	19%
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WRITING	ALL	73%	60%																																		
	FSM	80%	44%																																		
	SEND	25%	19%																																		



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		<b>Boys</b>	<b>78%</b>	54%	
		<b>Girls</b>	<b>67%</b>	66%	
	<b>MATHS</b>	<b>ALL</b>	<b>80%</b>	70%	
		<b>FSM</b>	<b>80%</b>	56%	
		<b>SEND</b>	<b>50%</b>	32%	
		<b>Boys</b>	<b>78%</b>	71%	
		<b>Girls</b>	<b>83%</b>	70%	
	<b>SCIENCE</b>	<b>ALL</b>	<b>87%</b>	79%	
		<b>FSM</b>	<b>80%</b>	83%	
		<b>SEND</b>	<b>50%</b>	-	
		<b>Boys</b>	<b>78%</b>	76%	
		<b>Girls</b>	<b>100%</b>	81%	
<p>Effective use of the 'graduated response' and assessment informs high quality 'inclusive teaching', carefully selected intervention and resource deployment.</p>	<p>The proportion of learners with SEND across the school was between 35% &amp; 41% during 2022-2023 academic year. Many of these learners also qualified for Pupil Premium.</p> <p>An extensive CPD programme was delivered by the SENCo focused around a 'graduated response' leading to personalised and targeted provision in 2021-2022. In 2022-2023 this was built upon and embedded through a focus upon use of</p> <ul style="list-style-type: none"> <li>○ Flexible grouping</li> <li>○ Teaching cognitive and metacognitive strategies</li> <li>○ Explicit instruction</li> <li>○ Scaffolding</li> <li>○ Use of technology</li> </ul> <p>As a result inclusive practice has been further embedded across the school, ensuring disadvantaged learners make</p>	<p>Assessments, observations and learner engagement for those with SEND and disadvantage, demonstrates good progress from starting points for those disadvantaged with SEND. Provision mapping effectively informs inclusive teaching and intervention.</p>			



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good progress against their individual starting points.

This is supported through the positive performance of learners with SEND compared to those nationally.

Key Stage 1 SATS		ARE (Age Related Expectations +)	
		School (2023)	National (2023)
READING	All	80%	68%
	SEND	50%	28%
WRITING	ALL	73%	60%
	SEND	25%	19%
MATHS	ALL	80%	70%
	SEND	50%	32%

Early Years Foundation Stage		
Group	Squirrel Hayes First School % Achieving a 'Good Level of Development' (2023)	National (2023) % Achieving a 'Good Level of Development'
All Pupils	75%	67.2%
SEND	50%	19.8%



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	Phonics Screen 2023 School SEND = 43% & National 42% Pass	
Improved Phonics and Reading attainment for disadvantaged and vulnerable learners.	<p>As a result of :</p> <ul style="list-style-type: none"> <li>On-going explicit CPD for staff on Phonics and Reading fluency</li> <li>Targeted interventions around phonics and reading</li> </ul> <p>Reading standards across the school have improved following a dip due to Covid-19. Percentage of learners across the whole school working at ARE or above increased from:</p> <p>61% baseline Sept 22 – ↑74% in June 2023 in Reading</p> <p>Percentage of learners achieving ARE standards for FSM learners increased from:</p> <p>61% Nov 22 – ↑64% June 23 in Reading</p> <p>Early Years FSP data demonstrates the positive impact of interventions.</p> <p>GLD for all learners = ↑75% , National 67%</p> <p>88%↑ of learners at Squirrel Hayes achieved Word Reading compared to 76% nationally</p> <p>81%↑ achieved Literacy at Squirrel Hayes compared to 70% nationally.</p> <p>Squirrel Hayes fell below national in Communication and language with 75% compared to 80% nationally.</p> <p>This area will remain a continued focus in 2023-2024.</p> <p>Despite having 44% SEND and 31% FSM in the 2022-2023 Year 1 cohort – The school achieved 69% in the Phonics Screener, with 60% for FSM and 43% for SEND.</p>	<p>Foundation Stage and Key Stage 1 Phonics/Reading outcomes show that the gap in the percentage of learners achieving the expected standard in phonics/reading is reducing for disadvantaged learners compared to national expectations.</p> <p>Achieve in line with national average expected standard for Reading in: SATs for KS1, and FSP for the Foundation Stage.</p>
Improved well-being, engagement in learning and self-esteem for all	Pupil well-being questionnaires and PASS assessments have successfully informed individual, cohort and whole school interventions around well-being and engagement in learning. School have	Observations, pupil Questionnaires and PASS assessments

<p>pupils, especially disadvantaged learners.</p>	<p>worked with the MHST to provide workshops and interventions informed by learner feedback. A focus on sleep, self-regulation and managing feelings were key themes.</p> <p>Individual outcomes have improved for some disadvantaged learners and have supported a multi-agency approach to addressing barriers.</p>	<p>indicate improved well-being and learner's self-confidence in their own abilities to achieve and succeed.</p>
<p>Ensure all disadvantaged learners have access to a full and wide-ranging curriculum entitlement.</p>	<p>All learners including those disadvantaged have learned to play an instrument and have had access to a range of extra-curricular opportunities. All learners have been supported with the correct resources and appropriate clothing for 'active learning' encouraging full participation in events on offer.</p> <p>During 2022-2023 uptake of extended learning activities improved. consultation with parents and pupils informed the activities on offer and resulted in a greater breath of clubs on offer.</p> <p>Participation in the Active 60 Project has also resulted in increased uptake of active learning opportunities</p> <p>Parent questionnaires support that 88% of parents stated that they felt their child had access to a variety of clubs at break/lunchtimes and after school.</p>	<p>100% of disadvantaged learners have access to wider curriculum opportunities such as clubs, music lessons and enrichment activities.</p> <p>Pupil and parental feedback indicate learners have the resources and support to access a full and engaging curriculum, during the school day and through extended learning opportunities.</p>
<p>Increase parental engagement and home-school learning/partnership opportunities.</p>	<p>Engagement in home learning still remained a challenge for some groups of learners, especially those most disadvantaged.</p> <p>In 2022-2023 parental consultation and working groups effectively informed new engagement strategies on how families could best support their child/children with home learning on a regular basis.</p> <p>A series of workshops with their focus informed by parental feedback was undertaken during the Spring and Summer Term. As a result, parents reported that they felt more involved in their child's learning.</p>	<p>Blended learning opportunities are exploited to promote and encourage increased engagement in home-school learning partnership.</p> <p>Effective resource deployment of ICT Devices for disadvantaged learners</p>

	<p>Parent questionnaires demonstrated that 100% of parents reported that: “I feel the curriculum mornings. Parent workshops and information sessions have been helpful in sharing how my child learns in school”</p>	<p>increases home-school learning engagement opportunities and access to learning outside of the school day.</p> <p>A greater percentage of disadvantaged learners engage in home learning opportunities on a regular basis.</p>																																
<p>Reduce the levels of persistent absence particularly for those who are disadvantaged through home-school partnership.</p>	<p>VIP Education SLA was purchased part way through the 2022-2023 academic year. The table below demonstrates the positive impact on school attendance for all groups of learners as a result of multi-agency and partnership working.</p> <p>The number of pupils identified as Persistently absent significantly reduced from 29 in Feb 2023 to 19 in July 2023.</p> <table border="1" data-bbox="560 1256 911 1675"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">All Years</th> </tr> <tr> <th>Feb 23</th> <th>Jun 23</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>90.06</td> <td>91.15↑</td> </tr> <tr> <td>Male</td> <td>90.42</td> <td>91.22↑</td> </tr> <tr> <td>Female</td> <td>89.65</td> <td>91.07↑</td> </tr> <tr> <td>FSM</td> <td>86.73</td> <td>87.80↑</td> </tr> <tr> <td>N-FSM</td> <td>92.51</td> <td>93.60↑</td> </tr> <tr> <td>PP</td> <td>86.21</td> <td>87.98↑</td> </tr> <tr> <td>N-PP</td> <td>93.72</td> <td>94.09↑</td> </tr> <tr> <td>SEND</td> <td>88.47</td> <td>90.38↑</td> </tr> <tr> <td>N-SEND</td> <td>91.17</td> <td>91.67↑</td> </tr> </tbody> </table> <p>School will continue to focus on partnership working with targeted learners to further tackle PA in 2023-2024.</p>		All Years		Feb 23	Jun 23	All	90.06	91.15↑	Male	90.42	91.22↑	Female	89.65	91.07↑	FSM	86.73	87.80↑	N-FSM	92.51	93.60↑	PP	86.21	87.98↑	N-PP	93.72	94.09↑	SEND	88.47	90.38↑	N-SEND	91.17	91.67↑	<p>Effective multi-agency and home school partnership supports a reduction in persistent absence, particularly for the most vulnerable and disadvantaged learners.</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



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Programme	Provider



## 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.*