



Pupil premium strategy statement

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	Squirrel Hayes First School
Number of pupils in school	85 (+ 15 Nursery)
Proportion (%) of pupil premium eligible pupils	29 (34%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	31.12.2021
Date on which it will be reviewed	30.11.2022
Statement authorised by	Lynsey Hurst
Pupil premium lead	Erica Pickford
Governor / Trustee lead	Lee Pace

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,630
Recovery premium funding allocation this academic year	£4,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£43,835



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	35% of the school's learners are on the SEND register. Many vulnerable learners are also SEND or have complex needs of which a large proportion are boys.
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 comes from hard to reach homes where parental engagement with school and home learning is low, due to low expectations and financial hardship. This has been exasperated through COVID-19, especially when being asked to work remotely.
7.	Lack of equipment and resources for school and home learning negatively impacts upon self-esteem and learner engagement to its full potential.



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 indicates 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.	Blended learning opportunities are exploited to promote and encourage increased engagement in home-school learning partnership. Effective resource deployment of ICT Devices for disadvantaged learners increases home-school learning engagement opportunities and access to learning outside of the school day.



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	<p>A greater percentage of disadvantaged learners engage in home learning opportunities on a regular basis.</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: £ 18,336

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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 3
<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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	1, 2, 3 & 4
<p>Embed oral language development activities across the school. All learners have regular access to structured and teacher led 'talk' opportunities to</p>	<p>There is strong evidence that suggest oral language interventions, including diagnostic activities, high quality classroom discussion, structured questioning and purposeful curriculum-</p>	1,2,3

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<p>develop and articulate their ideas, consolidating understanding and extending vocabulary.</p> <p>Purchase diagnostic language toolkits (WEIComm Early Years Toolkit & New Reynell Development Lang Scales)</p>	<p>focused dialogue and interaction are inexpensive to implement and have a high impact on language development in general and reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<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, scaffolding and using technology to support learners with SEND.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</p>	<p>2,3 & 7</p>

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

Budgeted cost: £ 16,720

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</p>	<p>High quality targeted support can provide effective extra support for learners.</p>	<p>1,3</p>

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<p>for targeted learners 4 x a week for short designated sessions. 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>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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<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 learning strategies and self-confidence.</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 these skills and use them more frequently throughout their daily lessons and learning experiences. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p>	<p>1,2, 3 & 4</p>

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

Budgeted cost: £ 8,779

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding 'Magic Breakfast' and access to a healthy start to the school day.</p>	<p>EEF evidence review of school's with 'Magic Breakfast Provision' indicates that this approach successfully</p>	<p>4, 5, 6 & 7</p>

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	<p>increased the up-take of breakfast, whilst sensitively targeting learners most likely to benefit. Behaviour improved in 'Breakfast Club' schools.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>A brief compiled by the Food Research and Action Center (FRAC) outlines the correlation between breakfast and school performance 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>https://healthy-food-choices-in-schools.extension.org/breakfast-and-the-brain-how-eating-breakfast-impacts-school-performance/</p>	
<p>Increase staff awareness of SEMH specific challenges through the analysis of PASS questionnaires, informing personalised and targeted intervention.</p> <p>Specialist Counselling through Visyon.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4, 5, 6 & 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>6 & 7</p>

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	<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 been a contributing factor in unwanted behaviours. As such as a school we feel supporting our learners in having 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>https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/relationships-and-belonging/</p>	
<p>Learners and their parents are supported in accessing 'Google Classrooms' increasing engagement in home-school-partnership and home learning. Disadvantaged learners access on-line learning resources to support over-learning & catch-up.</p> <p>Purchase of J2E Computing Scheme of work supported by the introduction of weekly explicit Computing lessons for all learners in KS1 & KS2.</p>	<p>EEF research suggests that when planned and considered carefully technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p>For it to be most effective learners must be monitored to check they have the skills they need to use it effectively to ensure that technology does not widen the gap between disadvantaged learners and their non-disadvantaged peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>1,2 3, 5, 6 & 7</p>

Total budgeted cost: £ 43,835 (£18,336 + £16,720 + £8,779)



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 2020 to 2021 academic year.

Aim	Target	Target date	Impact of Pupil Premium – evaluated November 2021
Address the dip in standards within Phonics	Achieve in line with national average expected standard in PSC	Sept 21	% of learners increased during the Autumn term 2020 to 62% but then dropped to 42% following the Spring Term 2021 lockdown
Raise standards in Reading and Literacy (following COVID-19) within The Foundation Stage and KS1	Achieve in line with national average expected standard for Reading in: SATs for KS1, and FSP for the Foundation Stage	Sept 21	Majority of learners working at ARE in reading and writing 61%
Raise standards in Maths within the Foundation Stage	Achieve in line with national average expected standard for Numbers and Numerical Patterns within the FSP.	Sept 21	Large majority of learning working at ARE in maths 67%
Address mixed age teaching of Maths across the school, ensuring high Maths standards are maintained.	Achieve in line with national expected standards for Maths in SATS for KS1.	Sept 21	Large majority of learners working at ARE or above in Maths 67%
Targeted intervention maximises the support for the most vulnerable learners.	Vulnerable learners achieve well making strong progress against their starting points.	Sept 21	<u>Targeted Phonics interventions:</u> <u>Year 1</u> - moved 37% to ARE in reading. Higher achievers fluency increased from average 20 words per minute to 80. 88% passed the mock Phonics Screener 62% accessing on-line reading.



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			<p><u>Year 2</u> - Word level decoding much improved.</p> <p><u>Maths Year 3</u> - Increase in ARE from 68% - 74%</p> <p><u>Maths Year 4</u> - Increase in ARE 50% to 64%</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



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.