

## Pupil premium strategy statement (Primary) Three Year Plan 2020-2023 (Year 1 – 2020-2021)

### School overview

Metric	Data
School name	<b>Squirrel Hayes First School</b>
Pupils in school	86
Proportion of disadvantaged pupils	31%
Pupil premium allocation this academic year	<b>£36,315</b>
Academic year or years covered by statement	2020 - 2021
Publish date	November 2020
Review date	July 2021
Statement authorised by	Jan Wakefield
Pupil premium lead	Erica Pickford
Governor lead	Adam Hindhaugh

### Disadvantaged pupil performance overview for last academic year

Current attainment of Pupils in EY/Key Stage 1 (NB: No external data available for 2019-2020 due to COVID-19) Only Internal data available from March 2020 before the school shut to learners other than children of Key Workers.				
	<i>Pupils eligible for PP in school</i>	<i>Pupils eligible for PP national 2018-2019</i>	<i>Pupils not eligible for PP school</i>	<i>Pupils not eligible for PP (national average 2018-2019)</i>
Achieved GLD In EYFS (Internal Assessment)	60% <span style="color: green;">↑</span>	58%	80%	74%
Passed the Year 1 Phonics Screener (Internal Assessment)	50% <span style="color: red;">↓</span>	70%	69%	85%
Achieved ARE + at End of Key Stage 1 Assessments (Reading)	36% <span style="color: red;">↓</span>	60%	64%	79%
Achieved ARE + at End of Key Stage 1 Assessments (Writing)	57% <span style="color: green;">↑</span>	53%	75%	74%

pg. 1 This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

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Achieved ARE + at End of Key Stage 1 Assessments (Maths)	63% ↑	61%	91%	80%
Achieved ARE + at End of Key Stage 1 Assessments (Science)	73% ↑	71%	80%	86%
Achieved Greater Depth at End of Key Stage 1 Assessments (Reading)	13%	14%	18%	29%
Achieved Greater Depth at End of Key Stage 1 Assessments (Writing)	14% ↑	8%	33%	18%
Achieved Greater Depth at End of Key Stage 1 Assessments (Maths)	13%	12%	36%	25%

Current attainment of Pupils in EY/Key Stage 1 (2018-2019 External Data)				
	<i>Pupils eligible for PP in school</i>	<i>Pupils eligible for PP national 2018-2019</i>	<i>Pupils not eligible for PP school</i>	<i>Pupils not eligible for PP (national average 2018-2019)</i>
Achieved GLD In EYFS (Internal Assessment)	60% ↑	58%	69%	74%
Passed the Year 1 Phonics Screener (Internal Assessment)	80% ↑	70%	79%	85%
Achieved ARE + at End of Key Stage 1 Assessments (Reading)	100% ↑	60%	80%	79%
Achieved ARE + at End of Key Stage 1 Assessments (Writing)	100% ↑	53%	73%	74%
Achieved ARE + at End of Key Stage 1 Assessments (Maths)	100% ↑	61%	80%	80%
Achieved ARE + at End of Key Stage 1 Assessments (Science)	100% ↑	71%	13%	86%
Achieved Greater Depth at End of Key Stage 1 Assessments (Reading)	60% ↑	14%	13%	29%
Achieved Greater Depth at End of Key Stage 1 Assessments (Writing)	0%	8%	20%	18%
Achieved Greater Depth at End of Key Stage 1 Assessments (Maths)	40% ↑	12%	33%	25%

## Barriers to learning both in-school and external

<b>In-school barriers (<i>issues to be addressed in school</i>)</b>	
<b>A</b>	Baseline on entry to the Foundation Stage is significantly low in many areas, particularly within language and communication, PSED and Maths.
<b>B</b>	Many vulnerable learners are also SEND or have complex needs of which a large proportion are boys.
<b>C</b>	High proportion of learners have social, emotional and behavioural challenges impacting upon their behaviour of learning and social interaction. Low self-esteem and attachment difficulties negatively impacts upon their ability to engage with others and access learning opportunities fully.
<b>D</b>	Many pupils 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.
<b>External barriers (<i>issues which also require action outside of school</i>)</b>	
<b>E</b>	Squirrel Hayes is situated in an area of high social deprivation, where employment and aspirations are low.
<b>F</b>	Some pupils comes from hard to reach homes where parental engagement with school and home learning is low, due to low expectations and financial hardship.
<b>G</b>	Lack of equipment and resources for school and home learning negatively impacts upon self-esteem and learner engagement to its full potential.

## Teaching priorities for current academic year 2020-2021

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
<b>Address the dip in standards within Phonics</b>	Achieve in line with national average expected standard in PSC	Sept 21
<b>Raise standards in Reading and Literacy (following COVID-19) within The Foundation Stage and KS1</b>	Achieve in line with national average expected standard for Reading in: SATs for KS1, and FSP for the Foundation Stage	Sept 21
<b>Raise standards in Maths within the Foundation Stage</b>	Achieve in line with national average expected standard for Numbers and Numerical Patterns within the FSP.	Sept 21

<b>Address mixed age teaching of Maths across the school, ensuring high Maths standards are maintained.</b>	Achieve in line with national expected standards for Maths in SATS for KS1.	Sept 21
<b>Targeted intervention maximises the support for the most vulnerable learners.</b>	Vulnerable learners achieve well making strong progress against their starting points.	Sept 21

### Strategy aims for disadvantaged pupils

Measure	Activity	Projected Spend
<b>Priority 1</b>	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.	£1,710 £700
<b>Priority 2</b>	Work with Inspire Maths Consultants and the Maths Hub to embed Teaching for Mastery within mixed year groups across the school.	£1,1212
<b>Priority 3</b>	Teaching Assistant support in each class enables the Teacher to provide targeted high quality feedback and learning dialogue through targeted group teaching.	£12,720
<b>Barriers to learning these priorities address</b>	Ensuring staff use evidence-based whole-class teaching approaches and interventions. Ensuring disadvantaged have access to direct teaching intervention from the Teacher	
<b>Projected spend sub-total:</b>		<b>£16,342</b>

### Targeted academic support for current academic year

Measure	Activity	Projected Spend
<b>Priority 4</b>	Additional Teaching support within the Foundation Stage and KS1 ensure delivery of NELI and Read Write Inc. Phonics programme is grouped and resourced effectively and informed by regular assessment.	£6,063
<b>Priority 5</b>	Establish small group interventions for disadvantaged pupils falling behind age-related expectations in literacy and Maths	£1,085
<b>Barriers to learning these priorities address</b>	Encouraging wider and more focused targeted phonics over-learning and catch-up in mathematics – typically an area of weakness	

<b>Projected spend sub-total:</b>	<b>£7,148</b>
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### Wider strategies for current academic year

Measure	Activity	
<b>Priority 6</b>	Embedding 'Magic Breakfast' and access to a healthy start to the school day.	£850
<b>Priority 7</b>	Increase staff awareness of SEMH specific challenges through the analysis of PASS questionnaires, informing personalised and targeted intervention.	£400
	Specialist Counselling through Visyon.	£3,200
<b>Priority 8</b>	Learners come to school well-resourced and prepared to learn through access to a uniform and resource support scheme.	£900
<b>Priority 9</b>	Learners and their parents are supported in accessing 'Google Classrooms' increasing engagement in home-school-partnership and home learning.	£1,085
	Learners access on-line learning resources to support over-learning & catch-up	£4,500
<b>Priority 10</b>	Purchase 10 Chrome Books to support increased access to Remote/Blended learning for the most disadvantaged.	£1,890
<b>Barriers to learning these priorities address</b>	Improving readiness to learn and parental engagement for the most disadvantaged pupils.	
<b>Projected spend sub-total:</b>		<b>£12,825</b>
<b>Total Projected Spend:</b>		<b>£36,315</b>

### Monitoring and Implementation

Area	Challenge	Mitigating action
<b>Teaching</b>	Ensuring enough time is prioritised for professional development and monitoring of impact/self-evaluation.	Use of Twilight Training and additional cover being provided by schools HLTA or supply if required.
<b>Targeted support</b>	Ensuring enough time for school Reading and Maths Leader to support identified staff.	Reading and Maths leader covered by EMHP led 'Mental Health' sessions. (Timetabled to support staff release)

<b>Wider strategies</b>	Engaging the families facing most challenges	Working closely with other external agencies/organisations and the school's Home-School-Links-Worker to engage with families.
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**Review: last year's aims and outcomes: (2019-2020)**

<b>Aim</b>	<b>Outcome</b>
<p><b>Improve the rates of progress for learners eligible in the Foundation Stage, particularly within CLL.</b></p>	<p>Modelling language choices, speech and speaking in full sentences by adults within the Early Years, has successfully promoted language development and pupils communication skills.</p> <p>As a result 73% of learners within Reception made accelerated rates of progress within the 2 terms of being in school within 'Understanding' of CLL. 53% made accelerated rates of progress within 'Listening and Attention' and 40% made accelerated rates of progress within 'speaking'.</p> <p>Targeted Read Write Inc. support for learners in both Nursery and Reception has resulted in 83% of learners within the Foundation Stage being on track for their next stage of development within reading.</p> <p><b>Learning points:</b> Introducing Read Write Inc. focused teaching to pre-nursery (rising 3's) has demonstrated a significant increase in the proportion of learners entering both Nursery and Reception at expected and above levels for reading. If a greater number of adults were available to teach Read Write Inc. or Read Write Inc. was taught at different times of the day for different groups then groupings could be tighter and less 'best fit' and could be more accurately matched to learners assessments. Learner's progress could then be responded to quicker with even more movement between groups to keep reading accurately pitched.</p> <p>Having a separate Nursery class to Reception has enabled staff to more accurately personalise and challenge learning within the learning environment promoting a greater emphasis on the 'Prime' areas for Nursery. A focus on getting the 'foundations' for learning right and not moving learners on too soon has shown greater mastery in basic skills, including those of communication.</p>
<p><b>Improve the rates of progress for learners eligible in Years 1-4 in writing.</b></p>	<p>CPD and staff feedback through reviews, demonstrates that Teachers have a strong understanding of the effective use of questioning and guided dialogue between teacher and pupil to support self-reflection. Learners respond well to feedback from the teacher and learning in books demonstrates that effective feedback positively impacts upon learners 'follow up' learning and on-going understanding of what they have done well and how learning could improve further.</p> <p><b>Learning points:</b> The lack of additional adults in each class due to the schools 'budget position' has resulted in a reduction in the Teachers capacity to provided targeted feedback during each lesson. Having an additional adult in each class will free the Teacher up to 'target' more personalised and focused intervention through timely feedback. Teaching Assistants can support learning through helping to offer 'general and social and emotional' support, enabling the teacher to deliver increased focused feedback on both a whole class, small group and personalised level during lessons.</p>

<p><b>Ensure a consistent whole school approach to the early identification and support for SEMH issues improving learner's ability to successfully access learning opportunities.</b></p>	<p>The use of PASS to assess learners 'attitudes to learning' has successfully supported teachers personalised approach to addressing learners individual needs. Evidence gathered through PASS demonstrates staff's accurate knowledge and understanding of the most vulnerable learners. Results and analyse shows that for all areas assessed the learners fall within the 31<sup>st</sup> – 100<sup>th</sup> percentile showing high satisfaction with their school experience. A whole school focus on developing a 'growth mind-set' has resulted in a significant increase in the proportion of learners who view themselves and their learning capabilities in a more positive light. Focus on the most vulnerable, linked to the schools successful BLP approach has enabled teachers to tailor their feedback and scaffolding to support targeted learners.</p> <p><b>Learning points:</b> Individual feedback from the PASS assessments can be used by staff to inform 'personalised support' in class and 'IBSP provision'. Analysis of the different factors assessed can also inform BLP focus at a class, group and individual level. Pastoral support can feed into academic achievement through helping learners to manage their own responses to challenge.</p>
<p><b>Improve attainment at the end of key phases by ensuring that identified PP learners eligible of highly attaining are supported to achieve higher standards and to achieve 'greater depth'</b></p>	<p>All learners have benefited from wholes class lessons on the key skills of self-reflection and editing but this could not be personalised to address the most able vulnerable learners.</p> <p>Review of learners 'Flight Plans' and the associated targeted support has been significantly reduced due to a lack of 'learning support staff'. Budget cuts and a freeze on the employment of additional 'support staff' has resulted in Teachers being unable to timetable 'targeted editing/redrafting/reflection time' for the most able.</p> <p><b>Learning points:</b> The lack of additional adults in each class due to the schools 'budget position' has resulted in a reduction in the Teachers capacity to provide targeted feedback through a weekly session with identified 'potential' learners. Having an additional adult in each class will enable the Teacher to dedicate timetabled teaching time to redrafting and editing for all learners, with specific support timetabled for the most able and those with potential to achieve greater depth in the future.</p>
<p><b>Close the attendance gap between those learners eligible for the PP grant and others.</b></p>	<p>A number of vulnerable learners and their families have been successfully supported through the school's pastoral team and its effective links to external services, to overcome challenges impacting upon their ability to achieve consistently good attendance. Before COVID-19 regular communication with 'targeted families' by the Home-School-Links Worker ensured that concerns over attendance were 'picked up' promptly and addressed through a joined up approach between school, home and local authority. As a result the persistent absence of PP pupils has reduced by 1.2% in 2019-2020 compared to 2018-2019. The absence rate of PP children in general has increased from 4.75% in 18/19 to 7.3% 19/20 however parent's concerns over COVID-19 have greatly impacted upon this data.</p> <p><b>Learning points:</b> When reviewed alongside other strategies employed by schools across the Biddulph Trust, home visits were identified as a successful addition in tackling poor attendance. This approach could form part of an 'individual attendance improvement plan' with agreed actions and support in place for all parties involved.</p>

<p><b>Increase the number of opportunities for parents and families to engage with school events and home-school partnership.</b></p>	<p>All year groups have successfully provided 'creative opportunities' for parental engagement through workshops and family events. This has been particularly successful with the younger age groups and when tied into whole school assemblies led by the learners. The use of 'informal forums' such as coffee mornings had resulted in improved attendance by harder to reach families. Planned events have been carefully linked to the learners own 'creative learning themes' or timed to coincide with events across the Biddulph Community to provide a 'wider context' to linking school and home together.</p> <p><b>Learning points:</b> Inviting families into school for 'learner led' activities and 'social events' encourages better parental attendance and engagement. If parents feel it is purely about learning it is not always well attended as many parents/carers lack confidence in their own ability to support their child's learning.</p>
<p><b>Learners take pride in their physical and learning presentation and come to school well-resourced and prepared to learn.</b></p>	<p>Regular review of the number of pupils wearing the correct school uniform has demonstrated a decrease in the number of vulnerable pupils without items of uniform or resources to support their learning. Pupil voice indicates that learners feel proud to be a member of Squirrel Hayes First School and feel part of a learning community. Feedback from parents is positive in support of the uniform provision. In response to the parent's questionnaires, 100% stated that they agreed that 'the school encourages my child to develop their behaviour for learning, promoting resilience and pride in their learning'. Looking smart and taking pride in being ready for your learning is a significant factor which is recognised by the learners.</p> <p><b>Learning points:</b></p>
<p><b>Develop and widen learner's vocabulary through access to educational visits</b></p>	<p>Access to a wide variety of educational visits and projects has been limited due to COVID-19. Despite this, carefully planned Educational visits and enrichment activities that have gone ahead have successfully provided 'purposeful' and 'real life' opportunities for learners to explore new language and vocabulary outside that of the 'everyday'. Spoken language and vocab explored through external visits has effectively fed into learning activities within lessons across a variety of subjects. This has 'widened' the experiences of a great majority of learners increasing opportunities to make connections between different learning in different areas and subjects.</p> <p><b>Learning points:</b> The use of Educational Visits and External Projects could be broadened to include subjects which currently have less of a profile in school. Subjects such as the Arts and Music could be explored through further engagement with events both locally and further afield. This would enable learners to practice the use of subject specific knowledge and vocabulary more frequently and give a wider appreciation of the place of these 'creative' subjects within society and life outside of school, further developing their 'cultural capital'.</p>



