

Pupil premium strategy statement (primary)

1. Summary information					
School	Squirrel Hayes First School				
Academic Year	2019-2020	Total PP budget	£51,480	Date of most recent PP Review	<i>Headteacher is PPR trained to carry out reviews</i>
Total number of pupils	98	Number of pupils eligible for PP	39	Date for next internal review of this strategy following LGB meeting	July 2019

2. Current attainment of Pupils in EY/Key Stage 1				
	<i>Pupils eligible for PP in school</i>	<i>Pupils eligible for PP national</i>	<i>Pupils not eligible for PP school</i>	<i>Pupils not eligible for PP (national average)</i>
Achieved GLD In EYFS	60% ↑	58%	69%	74%
Passed the Year 1 Phonics Screener	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%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)

A.	Eligible PP pupil's baseline on entry to the Foundation Stage is significantly low in many areas, particularly within language and communication, PSED and Maths.
B.	Many PP pupils are also SEND or have complex needs of which a large proportion are boys.
C.	High proportions of PP learners have social, emotional and behavioural challenges impacting upon their behaviour for learning and social interaction. Low self-esteem and attachment difficulties negatively impacts upon their ability to engage with others and access learning opportunities fully.
D.	Many pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful life-long learning and future employment.

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Squirrel Hayes is situated in an area of significantly high social deprivation where employment and aspirations are low.
F.	Many PP eligible pupils come from hard to reach homes where parental engagement with school and learning is poor, due to low expectations and lack of money. This often prevents engagement with school events and home-school-partnership in learning.
G.	Attendance of PP eligible pupils is lower than that of their peers, often due to complex family needs or low educational aspirations.
H.	Poor presentation and lack of equipment and resources for school negatively impact upon self-esteem and learner engagement.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Maintain accelerated rates of progress for PP eligible pupils within the Foundation Stage narrowing the attainment gap on entry to the Foundation Stage and on exit.	Learners eligible for PP within the Foundation Stage make rapid progress from their very low starting points to meet the CLL, PSED and Maths elements of the Early Learning Goals expectations by the end of their Reception Year.
B.	Ensure that potential higher attaining pupils eligible for the PP grant make accelerated rates of progress leading to an increased number achieving greater depth by the end of each key phase. (Foundation Stage, KS1 and Y4)	Learners eligible for PP identified as potential high attainers make at least the same progress as 'other' pupils identified as high ability increasing the proportion of learners achieving greater depth.
C.	Close the attendance gap between PP and non-PP pupils.	The % of PP eligible learners that fall into the Persistently Absent and Late band is reduced, improving their overall attendance rates. An increase in the % of families (pupils) eligible for PP engaging with family support services and home-school-partnership strategies improves outcomes for the learners and their families.
D.	Increase rates of progress within Years 1-4 in writing, ensuring that the attainment gap between pupils eligible and other pupils closes.	An increased proportion of eligible PP learners achieve expected or better standards of writing within Year 1-4. Effective learning dialogue, feedback and questioning supports accurate AfL, informing targeted support and scaffolding of writing opportunities.
E.	Improve parental support and engagement in home-school-partnership for eligible PP pupils.	Increase the % of PP learners engaging in home-school-learning opportunities, particularly within reading and language development. PP eligible families successfully engage with a range of parent workshops, parent consultations and home learning resources provided by the school.
F.	PP eligible pupils with complex needs receive personalised targeted support enabling them to access learning opportunities with greater success and confidence.	Tracking and assessment of SEMH and behavioural needs supports early identification of targeted support and personalised provision improving learner's social and emotional well-being.

		PP eligible pupils demonstrate improved resilience, relationships and social interaction, improving their confidence and ability to access learning opportunities.
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5. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead & cost	When will you review implementation?
Improve the rates of progress for learners eligible in the Foundation Stage, particularly within CLL.	<p>Additional Teaching Assistants to ensure small number of learners in targeted access to RWInc. phonics intervention and language/vocabulary exploration 50 mins 4x week.</p> <p>Staff will use story and role-play to exploit language development opportunities and model speaking in full sentences introducing learners to a widening vocabulary.</p>	<p>EEF reports document the success of systematic phonics teaching with the Early Years and the importance of developing a language rich environment. Leadership will ensure that training opportunities and appraisal linked to performance of Teaching Assistants are in place.</p> <p>Teaching Assistant intervention where properly training through CPD, is proven effective in raising attainment.</p>	<p>Key driver for our SSDP – developing learning vocabulary and opportunities to practice using new and exciting language.</p> <p>CPD for all staff on the promotion and development of vocabulary and talk for learning.</p>	<p>EJP & KR</p> <p>£9,508.00 £23,471.00</p>	<p>Nov 2019 Half termly subsequently</p>
Improve the rates of progress for learners eligible in Years 1-4 in writing.	<p>Additional Teaching/Inclusion Assistants to ensure smaller numbers of learners in targeted teaching groups.</p> <p>Additional staff will ensure quality first teaching across each phase and enable targeted intervention and high quality feedback.</p>	<p>High quality feedback and the effective use of questioning and dialogue is well documented by EEF as having a significant impact upon learning. Evidence shows that learners who have the opportunity to reflect upon their learning through guided dialogue, questioning and feedback from the teacher are more engaged in the learning process and are more likely to close the gap addressing any misconceptions or gaps in learning.</p> <p>Leadership will ensure that questioning techniques and learning dialogue is high quality through CPD opportunities and appraisal.</p>	<p>Additional CPD on feedback and questioning. Monitoring of provision and impact through learning walks and peer observation. Regular review of the deployment of additional adults during Literacy and Numeracy lessons.</p>	<p>EJP & HJA</p> <p>£11,156</p>	<p>Half Termly</p>

<p>Ensure a consistent whole school approach to the early identification and support for SEMH issues improving learner's ability to successfully access learning opportunities.</p>	<p>Increase staff awareness of SEMH specific challenges and attachment disorder. Develop tracking and assessment of SEMH across the school informing targeted and personalised intervention.</p> <p>Purchase of (PASS)</p> <p>Employ a specialist counsellor for 1 morning a week.</p>	<p>Research shows that a significant number of younger learners are suffering from mental health needs and are in need of specialist support. SEMH can be a significant barrier to many learners in their development both academically and social/emotionally.</p> <p>Previous CPD on attachment has already positively impacted upon the schools approach to behaviour management and the development of the less structured times of the school day, which much success.</p> <p>A significant increase in the number of learners with complex needs means that adaptations to the learning environment and the development of a growth mindset are needed to help learners negotiate the world around them.</p>	<p>Monitoring of SEMH tracking and how it informs provision.</p> <p>Regular monitoring and impact review by SENCo and specialist staff.</p>	<p>SENCo & SLT</p> <p>£200.00 £2,900.00</p>	<p>Dec 2019 Termly</p>
Total budgeted cost					£47,235
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead & cost	When will you review implementation?
<p>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'</p>	<p>Provided additional small group intervention for identified possible high attainers by the Teacher –</p> <p>Focus on effective editing /redrafting and use of high order questioning and reasoning opportunities. 20 mins weekly.</p>	<p>Feedback of summative and formative assessment is clearly documented by EEF as having a significant impact on pupil progress.</p> <p>Personalised and targeted feedback – focused around effective feedback and self-reflection and editing skills is identified as a successful strategy and part of self-regulation and meta-cognition. (Recent EEF research reflects this)</p> <p>Impact of BLP strategies particularly for the most able learners in school have proved to promote resilience in learning and the desire to rise to a challenge and aspire to succeed.</p>	<p>Regular monitoring of learners 'Flight Plans' and learning trajectories to inform the targeting of learners and tracking of impact.</p> <p>Editing and re/drafting part of the schools SSDP priorities.</p>	<p>HJA</p> <p>£972.00</p>	<p>Oct 2019 initially Half termly subsequently</p>

Close the attendance gap between those learners eligible for the PP grant and others.	Daily contact/monitoring through the Home-School-Link Worker. Access to face –to-face support for identified families through the development of individual support plans or effective signposting.	EEF research suggest that Family Workers are making significant improvements in attendance by meeting basic needs first. Schools own experience shows that dis-engaged families and 'needy' families find it challenging to manage their own day to day issues. Many of the schools vulnerable learners come from home homes where there is presence of the 'toxic trio'.	Monitoring of parental enagement and attendance tracking of groups of learners in coloured bands and late register. Targeted support for identified families through schools inclusion team and SLT	EJP & SE £1,133.00	Half termly
Total budgeted cost					£2,105.00
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead & cost	When will you review implementation?
Increase the number of opportunities for parents and families to engage with school events and home-school partnership.	Ensure all PP parents have access to effective communication between home and school. Exploit opportunities for school engagement events through use of 'creative themed days' the website' and development of the schools twitter account to include 'learning tips' and updates. Purchase of learning scaffolds and resources to encourage engagement of home-school learning activities. Promote 'learning talk/dialogue' as daily homework.	Without parental support and home-school partnership, learners are not always well prepared or supported to aspire and achieve in their learning. Evidence and research shows that learners from a deprived background have more limited opportunities to use a wide variety of vocabulary and 'life language', which puts them at as disadvantaged to their non-disadvantaged peers. Good communication between home and school about what is being learnt will help create the chances of more diverse vocabulary and dialogue being shared between learners and their families.	Regular access to parental engagement activities. Breadth of resources and was of accessing learning support. Monitor regularly the attendance of home school partnership events. Parent questionnaires	EJP £500.00	Termly
Learners take pride in their physical and learning presentation and come to school well-resourced and prepared to learn.	PP eligible learners have access at the start of each new academic year to funded school uniform and PE Kit.	Experience in school to date has shown that learners who do not have the correct uniform or access to appropriate learning equipment have lower-self-esteem and do not share the same sense of pride or self-worth as some of their peers.	Take up of this subsidy to be monitored and learners views explored through pupil voice. Uniform and school readiness regularly monitored.	EJP	September 2019 Half termly

		<p>Learners who have benefited from the scheme to date demonstrate more pride in belonging to the school's community and take more pride in their learning and presentation.</p> <p>Learners need to be appropriately resourced in order to fully access the breadth and balance of the school's curriculum in school and as part of the school's extended learning opportunities.</p>		£990.00	
Develop and widen learner's vocabulary through access to educational visits.	<p>Ensure that all learners are able to experience a range of educational visits.</p> <p>Staff will exploit opportunities to introduce learners to new vocabulary during educational visits.</p> <p>Follow up learning opportunities will build upon vocabulary development giving exciting context and purpose to their subsequent verbal and written communication.</p>	<p>EEF research suggests that language development (particularly spoken language) is most effective when it is related to current content and involves active and meaningful use of new vocabulary.</p> <p>Educational visits provide an exciting context in which to purposefully promote language and discussion. Follow up learning is then also contextualised and provides a real purpose for the translation of verbal communication into written communication.</p>	Regular monitoring of both oral and written language used by learners across the school.	HJA	Oct 2019 initially Half termly subsequently
				£650.00	
Total budgeted cost					£2,140.00