

Pupil premium strategy 'Impact Review' 2019-2020

Appendix A

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

2. 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.				
	Pupils eligible for PP in school	Pupils eligible for PP national 2018-2019	Pupils not eligible for PP school	Pupils not eligible for PP (national average 2018-2019)
Achieved GLD In EYFS (Internal Assessment)	60% ↑	58%	80%	74%
Passed the Year 1 Phonics Screener (Internal Assessment)	50% ↓	70%	69%	85%
Achieved ARE + at End of Key Stage 1 Assessments (Reading)	36% ↓	60%	64%	79%
Achieved ARE + at End of Key Stage 1 Assessments (Writing)	57% ↑	53%	75%	74%
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%

3. 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.

4. 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.	Additional Teaching Assistants to ensure small number of learners in targeted access to RWInc. phonics intervention and language/vocabulary exploration 50 mins 4x week. Staff will use story and role-play to exploit language development opportunities and model speaking in full sentences introducing learners to a widening vocabulary.	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. Teaching Assistant intervention where properly training through CPD, is proven effective in raising attainment.	Key driver for our SSDP – developing learning vocabulary and opportunities to practice using new and exciting language. CPD for all staff on the promotion and development of vocabulary and talk for learning.	EJP & KR £9,508.00 £23,471.00	Nov 2019 Half termly subsequently
<p>Review: Modelling language choices, speech and speaking in full sentences by adults within the Early Years, has successfully promoted language development and pupils communication skills. 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'. 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>Learning points: 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. 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>					
Improve the rates of progress for learners eligible in Years 1-4 in writing.	Additional Teaching/Inclusion Assistants to ensure smaller numbers of learners in targeted teaching groups.	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	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	EJP & HJA	Half Termly

	Additional staff will ensure quality first teaching across each phase and enable targeted intervention and high quality feedback.	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. Leadership will ensure that questioning techniques and learning dialogue is high quality through CPD opportunities and appraisal.	Numeracy lessons.		
				£11,156	

Review:

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.

Learning points:

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.

Ensure a consistent whole school approach to the early identification and support for SEMH issues improving learner's ability to successfully access learning opportunities.	Increase staff awareness of SEMH specific challenges and attachment disorder. Develop tracking and assessment of SEMH across the school informing targeted and personalised intervention. Purchase of (PASS) Employ a specialist counsellor for 1 morning a week.	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. 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. A significant increase in the number of learners with complex needs means that adaption to the learning environment and the development of a growth mind-set are needed to help learners negotiate the world around them.	Monitoring of SEMH tracking and how it informs provision. Regular monitoring and impact review by SENCo and specialist staff.	SENCo & SLT £200.00 £2,900.00	Dec 2019 Termly
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Review:

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 31st – 100th 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.

Learning points:

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.

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</p> <p>Half termly subsequently</p>
<p>Review: 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. 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>Learning points: 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>Close the attendance gap between those learners eligible for the PP grant and others.</p>	<p>Daily contact/monitoring through the Home-School-Link Worker.</p> <p>Access to face –to-face support for identified families through the development of individual support plans or effective signposting.</p>	<p>EEF research suggest that Family Workers are making significant improvements in attendance by meeting basic needs first.</p> <p>Schools own experience shows that dis-engaged families and families in need of additional support find it challenging to manage their own day to day issues.</p>	<p>Monitoring of parental enragement and attendance tracking of groups of learners in coloured bands and late register.</p> <p>Targeted support for identified families through schools inclusion team and SLT</p>	<p>EJP & SE</p> <p>£1,133.00</p>	<p>Half termly</p>
Total budgeted cost					£2,105.00

Review:

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.

Learning points:

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.

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?
<p>Increase the number of opportunities for parents and families to engage with school events and home-school partnership.</p>	<p>Ensure all PP parents have access to effective communication between home and school.</p> <p>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.</p> <p>Purchase of learning scaffolds and resources to encourage engagement of home-school learning activities.</p> <p>Promote 'learning talk/dialogue' as daily homework.</p>	<p>Without parental support and home-school partnership, learners are not always well prepared or supported to aspire and achieve in their learning.</p> <p>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.</p> <p>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.</p>	<p>Regular access to parental engagement activities. Breadth of resources and was of accessing learning support.</p> <p>Monitor regularly the attendance of home school partnership events. Parent questionnaires</p>	<p>EJP</p> <p>£500.00</p>	<p>Termly</p>

Review:

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.

Learning points:

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>Learners take pride in their physical and learning presentation and come to school well-resourced and prepared to learn.</p>	<p>PP eligible learners have access at the start of each new academic year to funded school uniform and PE Kit.</p>	<p>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.</p> <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>	<p>Take up of this subsidy to be monitored and learners views explored through pupil voice.</p> <p>Uniform and school readiness regularly monitored.</p>	<p>EJP</p> <p>£990.00</p>	<p>September 2019 Half termly</p>
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Review:

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.

Learning points:

<p>Develop and widen learner's vocabulary through access to educational visits.</p>	<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>	<p>Regular monitoring of both oral and written language used by learners across the school.</p>	<p>HJA</p> <p>£650.00</p>	<p>Oct 2019 initially Half termly subsequently</p>
<p>Review: 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>Learning points: 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>					
<p>Total budgeted cost</p>					<p>£2,140.00</p>

