

Squirrel Hayes First School: Pupil Premium Strategy & Impact 2016-2017

What is Pupil Premium?

Pupil Premium is funding which is provided to schools in addition to the main school funding. It is allocated according to the number of pupils registered at the school who have been eligible for free school meals (FSM) within the past 6 years. There is also an allocation according to the number of children of service families or for each pupil who has been 'Looked After'/in care for 6 months or more.

Each school is responsible for assessing and deciding how best to spend the Pupil Premium Funding, in order to provide effective additional provision for these pupils. Schools are held to account for how the additional funding has been spent and have a duty to report upon the impact of this additional funding and provision.

Pupil Premium Funding received in 2016-2017

Eligible Groups	Number of Pupils	Allocation
Total Eligible for FSM PP Funding	59	£78,180
Total Eligible for Early Years PP Funding	3 (varied over year)	£300
Service Children	0	0
LAC Funding	1	£500
Total Funding		£78,980
Total Funding excluding specific funding for Service children or LAC		£78,480

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Strategy for 2016-2017 Pupil Premium Funding spend to date & Impact

Performance Measure	Percentage Achieved by learners attracting Pupil Premium Funding (↑ Indicates above National where known)
Achieving GLD at the end of Reception	67%
Meeting the Standard on the Year 1 Phonics Screening Check	100% ↑
Year 2 SATS ARE in Reading	81% ↑
Year 2 SATS ARE in Writing	56% ↑
Year 2 SATS ARE in Maths	69% ↑
Year 2 SATS ARE in Science	75% ↑
Year 2 SATS Greater Depth in Reading	19% ↑
Year 2 SATS Greater Depth in Writing	13% ↑
Year 2 SATS Greater Depth in Maths	13% ↑
Accelerated progress over time during time in school Reading	96%
Accelerated progress over time during time in school Writing	87%
Accelerated progress over time during time in school Maths	91%

Pupil Premium Strategy & Impact 2016-2017 - £78, 480.00					
Barrier/Challenge	Strategy/Intervention	Cost	Desired Outcome	Success Criteria & Impact Achieved	How impact will be reviewed
Need for a healthy and calm start to the school day.	Provide free daily access to a healthy start to the school day through a school run 'Breakfast Club'.	£3,500.00	Pupil Premium learners access a healthy and safe start to the school day, preparing them well for their daily learning.	<p>*Learners access a healthy breakfast.</p> <p>*Learners engage in positive play activities with school staff and peers.</p> <p>*Learners have a positive start to the school day and are ready to commence their learning.</p> <p>57% of Vulnerable learners regularly access Breakfast Club and benefit from positive</p>	Termly through analysis of Breakfast Club Register and vulnerable learner's tracker. (Finance & Personnel Committee)

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				play opportunities. This is an increase of 22%.	
Issues outside of school have an impact upon attendance. Home-School-Partnership and parental engagement.	Home-School-Links Worker 4 days per week - To provide support to vulnerable learners and their families – engaging hard to reach families.	£22,466.00	Effective home-school partnership for vulnerable learners and their families ensures improved attendance and personalised access to learning and support.	*Reduction in the number of vulnerable learners within the red and yellow attendance band. The number of FSM learners whose attendance is falling within the less than 90% band is steadily decreasing. *Clear communication and partnership working between vulnerable families, external agencies and the school's pastoral team. *Effective personalised provision plans, support improved access to learning addressing individual barriers or challenges. *Increased parental engagement with intervention planning and implementation, improving outcomes for the learner and their family. Pupil voice questionnaire results from July 2017 demonstrate, that 97% of vulnerable learners reported that ' they feel that the school helps them to develop good behaviour for learning and to become independent'.	Termly through analysis of Attendance data and vulnerable learner's attainment tracker. (Pastoral Support Team & Health, Safety & Well-being Committee)
Low on entry attainment of learners	RWI delivery &	£562.42	Effective personalised phonic provision ensures learners	*Effective on-going AfL within phonics	Half Termly Analysis of Phonics tracker by

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<p>within communication, language and literacy.</p> <p>Need to quickly narrow the gap in Reading and writing between national and vulnerable learners.</p>	<p>resources.</p> <p>Purchase Handbooks, Speed Sound Mats & Parent Books + Website subscription</p> <p>Learners benefit from daily phonics provision across the school using the Read Write Inc. Phonics Programme. 6 TA's 5hrs per Week.</p>	<p>£7,694.40</p>	<p>make accelerated progress, narrowing the attainment gap in reading and writing.</p>	<p>informs personalised daily provision.</p> <p>*Learners have access to high quality daily phonics provision which is applied across the curriculum.</p> <p>*Targeted learners make accelerated rates of progress in reading and their phonics as a result of prompt intervention.</p> <p>83% FSM learners in Writing and 70% FSM learners in reading have made accelerated progress during 2016-2017 as a result of personalised Phonics & Reading interventions.</p> <p>68% of both FSM and N-FSM learners achieved at least ARE in writing across the school, showing that the 'in school' attainment gap between FSM and other learners has been eradicated. 78% of FSM learners achieved ARE in Reading outperforming N-FSM by 8% across the school.</p> <p>Overtime since joining our school 96% in reading and 87% in writing of FSM learners make accelerated progress.</p> <p>Year 2 FSM learners in their SAT's outperformed FSM learners nationally in Reading and writing at both ARE and</p>	<p>Reading Leader & Termly analysis of Phonics & Reading tracking data. (Teaching & Learning Committee)</p>
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				<p>working at greater depth.</p> <p>100% of FSM achieved the expected standard on the phonics screener check 2017, outperforming national.</p>	
<p>Limited access to enriched curriculum activities outside of the school day for vulnerable learners.</p>	<p>Premier Sport Extended learning Clubs 2x Wk</p> <p>Ensure all learners have access to extended learning opportunities after the school day.</p>	£1,200.00	<p>An easily accessible enrichment programme, supports increased access to a broad and balanced curriculum for vulnerable learners.</p>	<p>*Vulnerable learners have weekly access to a varied enrichment programme.</p> <p>*Learners demonstrate increased resilience and reciprocity skills through sporting activities.</p> <p>*Attendance tracking at clubs demonstrates increased participation of vulnerable learners.</p> <p>During 2016-2017 145 places were allocated for FSM learners to access a range of extended learning clubs. This is a significant increase from the previous academic year where 117 places were allocated.</p> <p>Internal tracking shows that 52% of FSM learners regularly access extended learning opportunities after school, as a result of additional enrichment activities.</p>	<p>Termly through analysis of Club registers and pupil feedback. (Finance & Personnel Committee)</p>
<p>High proportion of learners with social, emotional and behavioural challenges impacting upon</p>	<p>Focused support for disadvantaged learners with complex needs through Pastoral Support/Nurture 2hrs</p>	£4,057.00	<p>Vulnerable learners are supported effectively to manage their social and emotional behaviour during the less structured times of</p>	<p>*Effective tracking of learner's behaviour informs targeted personal interventions.</p> <p>*Vulnerable learners benefit from personalised pastoral support facilitating</p>	<p>Termly analysis of vulnerable learner's tracker data. (Teaching & Learning Committee)</p>

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<p>behaviour for learning and social interaction.</p>	<p>per week with 2 members of staff.</p> <p>Learners receive personalised pastoral support around, social, emotional and behavioural challenges.</p>		<p>the school day, supporting their well-being and readiness to learn in lessons.</p>	<p>and modelling positive social interaction.</p> <p>*Analysis of BfL data demonstrates improved outcomes for learners during lessons</p> <p>Review of IBSP's (Individual behaviour & safety plans) demonstrates that learners can more effectively access their daily learning as a result of personalised targets and specific support strategies.</p> <p>Pupil voice questionnaire results from July 2017 demonstrate, that 97% of vulnerable learners reported that ' they feel that the school helps them to develop good behaviour for learning and to become independent'.</p>	
	<p>Challenge Club 30 mins daily (with 1 staff member)</p> <p>Targeted vulnerable learners to receive personalised support during lunchtimes with a focus on managing social situations effectively.</p>	<p>£1,603.00</p>	<p>Vulnerable learners are supported effectively to manage their social and emotional behaviour during the less structured times of the school day, supporting their well-being and readiness to learn in lessons.</p>	<p>*Vulnerable learners have a voice and are supported in discussing their choices and responses to difficult social situations.</p> <p>*Clear communication between school and home, ensures that vulnerable learners feel supported, positively impacting upon their self-esteem.</p> <p>Pupil voice questionnaire results from July 2017 demonstrate, that 100% of vulnerable learners reported that' they feel listened to</p>	<p>Termly analysis of vulnerable learner's tracker data. (Teaching & Learning Committee)</p> <p>Termly analysis of BfL Tracking and impact of IBSP. (Health, Safety & Well-being Committee)</p>

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				and respected by the adults in school.' and 95% reported 'the adults in school work closely with my parents/carers.	
Chill Out/Lunchtime Nurture Provision 5hrs per Wk To provide a facility for vulnerable learners to have a voice and receive personalised support and guidance from the school's Pastoral team.	£4,624.00	Vulnerable learners are supported effectively to manage their social and emotional behaviour during the less structured times of the school day, supporting their well-being and readiness to learn in lessons.	*Vulnerable learners have a voice and are supported in discussing their choices and responses to difficult social situations. *Targeted learners receive personalised pastoral support to help them take ownership of the management of less structured times of the school day. Pupil voice questionnaire results from July 2017 demonstrate, that 89% of vulnerable learners reported that 'if they have any problems in school they get sorted out quickly.'	Termly analysis of vulnerable learner's tracker data. (Teaching & Learning Committee) Termly feedback from pupils (Health, Safety & Well-being Committee)	
Personalised Pastoral/Nurture Support 7hrs per wk Learners with specific social and emotional challenges to receive personalised pastoral intervention both within and outside of the classroom.	£5,198.00	Regular access to a targeted pastoral support programme, supports learners in managing their well-being both within and outside of the classroom learning environment.	*Boxall profile targets and linked interventions inform practice within and outside of the classroom environment. *Targeted learners access weekly pastoral/nurture provision linked to their Boxall Profile targets. *Learners demonstrate an increasing ability to manage their own well-being through application of personal targets and strategies. An average of 75% of FSM learners achieved accelerated progress in Reading,	Termly analysis of vulnerable learner's tracker data. (Teaching & Learning Committee) Termly feedback from pupils (Health, Safety & Well-being Committee)	

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				writing and maths combined, as a result of effective inclusion strategies across the school.	
Narrow attainment between vulnerable learners and national within Literacy and Numeracy.	<p>Additional TA Support 10 hrs per week per class – Support the delivery of a personalised learning opportunities, informed by on-going AfL.</p> <p>All groups of learners receive personalised explicit teacher input and feedback during daily Literacy and Numeracy lessons</p>	£17,956.40	<p>Vulnerable learners benefit from high quality daily targeted intervention within Literacy and Maths lessons across the school.</p> <p>Increased staffing ratios enables Incisive and high quality daily intervention and feedback from the teacher for all groups of learners.</p>	<p>*All learners have access to high quality SPAG resources to support consolidation of key skills and an independent approach to learning.</p> <p>*Staff use on-going AfL and learning mission evidence to inform targeted intervention and personalised support strategies within daily learning.</p> <p>*CPA Maths approaches are effectively used to develop an increased level of understanding of key mathematical concepts across the school.</p> <p>*The gap between the performance of FSM learners within the school and similar learners nationally continues to narrow.</p> <p>2016-2017 Year 2 SAT’s data demonstrates that learners with FSM at Squirrel Hayes out-perform FSM learners Nationally in Reading, Writing and Maths.</p> <p>*The in-school gap in the performance between FSM and N-FSM learners continues to narrow.</p> <p>Internal school data for 2016-2017</p>	<p>Termly analysis of Tracking and performance data for Literacy and Numeracy. (Teaching & Learning Committee)</p>

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				<p>demonstrates that there is very little difference between the standards achieved by FSM learners compared to N-FSM. This is particularly true of reading where FSM learners out-perform other learners by 8%.</p>	
<p>Narrow the gap between SQ learners and National achieving ARE in writing.</p>	<p>Additional TA support enabling Personalised Writing Intervention in Y2/3</p> <p>7.5hrs per week</p> <p>Targeted learners receive additional writing intervention during afternoon learning – focus on increased opportunities to write across the curriculum, focusing on key literacy skills.</p>	<p>£5,980.80</p>	<p>Targeted learners benefit from a teacher led, writing across the curriculum intervention, resulting in improved standards in writing.</p>	<p>*Effective tracking and analysis ensures that learners benefit from targeted and timely writing interventions.</p> <p>*Cross curricular writing interventions ensures consolidation and application of key transcription skills, whilst accessing the ‘afternoon’ curriculum.</p> <p>*The percentage of vulnerable learners achieving ARE within Year 2 and across the school is increasing, narrowing the gap between these learners and others nationally.</p> <p>*Year 2 SAT’s data for 2016-2017 demonstrates that FSM learners at Squirrel Hayes out-perform FSM learners nationally in writing in both ARE and Greater depth.</p> <p>*In-school tracking data demonstrates that an additional 19% of FSM learners across the school are achieving ARE in writing compared to the previous academic year. Increasing from 49% to 68% by the end of July 2017.</p>	<p>Termly Analysis of Tracking and performance data for writing within KS1 & KS2. (Teaching & Learning Committee)</p>
<p>On entry data trend to</p>	<p>Additional TA’s in Early</p>	<p>£2,098.98</p>	<p>Effective modelling and</p>	<p>*Team Text Talk planning, effectively</p>	<p>Termly tracking and</p>

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<p>Nursery shows learners are almost 2 years behind ARE</p>	<p>Years 2.5hrs per week</p> <p>Introduction of 'Text Talk' intervention across the Early Years to encourage and promote language development.</p> <p>Learners within the Early Years benefit from increased exposure to new language linked to texts and RWInc. development.</p>		<p>promotion of exciting language by adults, stimulates good language development within the Early Years.</p>	<p>informs daily learning opportunities within the Foundation stage.</p> <p>*A language rich environment encourages and promotes language and discussion.</p> <p>*Staff maximize opportunities to model and promote language development through role-play and effective guided practice.</p> <p>67% of vulnerable learners achieved GLD in their Foundation Stage Profile, despite entering the school below ARE.</p> <p>100% of vulnerable learners achieved ARE within Communication & Language, despite entering the setting with limited communication skills.</p>	<p>analysis of performance of learners within the Foundation Stage. Analysis of progress rates of targeted learners. (Teaching & Learning Committee)</p>
<p>Improve mathematical attainment for vulnerable learners.</p>	<p>Einstein Maths Club 1hr per Wk to deliver personalised intervention informed by weekly assessments.</p>	<p>£1,539.00</p>	<p>AfL from weekly math's skills tests informs weekly personalised maths intervention, accelerating rates of progress in mathematics.</p>	<p>*Weekly Maths assessments effectively inform small group EK Maths interventions.</p> <p>*Tracking of EK Maths scores demonstrates improvements in key focus areas for targeted learners.</p> <p>* Vulnerable learners made good progress against identified focused areas for improvement with Maths across the school.</p> <p>Standards in Maths for vulnerable learners continues to rise across the school, with an increase from 48% to 67% achieving ARE by</p>	<p>Termly analysis of numeracy tracking data and impact of maths interventions. (Teaching & Learning Committee)</p>

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				<p>the end of the academic year.</p> <p>91% of FSM learners make accelerated rates of progress over time since joining our school, demonstrating sustained improvements toward raising standards for the most vulnerable learners.</p>	
<p>NB LAC children & Service Children will receive their own specific funding linked to their personalised provision plans.</p>					