



Squirrel Hayes First School: Pupil Premium Statement 2025-2026 (V1)  
(UNCLASSIFIED)

## Pupil premium strategy statement

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This statement details our school's use of pupil premium 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	78
Proportion (%) of pupil premium eligible pupils	34 (43%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 <b>2025-2026</b> 2026-2027
Date this statement was published	18.12.2025
Date on which it will be reviewed	30.12.2026
Statement authorised by	Jamie Robertson
Pupil premium lead	Erica Pickford
Governor / Trustee lead	Jamie Robertson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,230
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,230



## 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 narrowing the gap, 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 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
- An equitable approach to learning and skills for life
- 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	36% of the school's learners, including Nursery, are on the SEND register. Many learners are identified as vulnerable (60%) and many are also SEND or have complex needs.
3	Diagnostic assessments, observations and discussions with learners indicates disadvantaged learners and others negatively impacted by other external factors, 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 come from hard-to-reach homes where parental engagement with school and home learning is low, due to low expectations and financial hardship. Lack of equipment and resources for school and home learning negatively impacts upon self-esteem and learner engagement to its full potential.
7.	Attendance for those learners most disadvantaged is below that of their peers and that of all pupils nationally. A significant proportion of disadvantaged learners fall with the persistent absence group with attendance below 90%. At least half of these learners also have SEND adding to the complexity of their needs.



## 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', multi-agency working 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.	Well-being audits, 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 indicate 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.	A personalised and manageable approach to parental engagement supports home school partnership. Effective home school partnership supports academic and pastoral outcomes for most learners with a greater number of vulnerable learners engaging in regular home learning opportunities.



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<p>Reduce the levels of persistent absence particularly for those who are disadvantaged through home-school partnership.</p>	<p>Effective multi-agency and home school partnership supports a reduction in persistent absence, particularly for the most vulnerable and disadvantaged learners.</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: £ 19,698

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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 3</p>
<p>Teaching Assistant/Welfare 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/welfare Support 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><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-">https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-</a></p>	<p>1, 2, 3 &amp; 4</p>

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	<a href="https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?gad_source=1&amp;gad_campaignid=23200948942&amp;qclid=EA1aIQobChMI4LLSr6DHkQMVuZVQBh11WRrIEAAYASAAEqKpc_D_BwE">Printable 2021-11-02-162019_wsqd.pdf?v=1675097606</a>	
<p>CPD for Teachers and Teaching Assistants/ Welfare Assistants- Focus on Supporting pupils with SEND - Scaffolding Strategies.</p> <p>All learners have access to high quality teaching which includes:</p> <ul style="list-style-type: none"> <li>○ Flexible grouping</li> <li>○ Teaching cognitive and metacognitive strategies</li> <li>○ Explicit instruction</li> <li>○ Scaffolding</li> <li>○ Use of technology</li> <li>○ Autism/Sensory friendly classrooms and learning environments.</li> </ul>	<p>Evidence and research demonstrates that understanding the needs of individual pupils and being inclusive requires a plan by design rather than just simple differentiation. The planned weaving of specific approaches into the everyday, high quality classroom teaching and support ensures inclusion and positive outcomes for learners who are disadvantaged and/ or have SEND.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?gad_source=1&amp;gad_campaignid=23200948942&amp;qclid=EA1aIQobChMI4LLSr6DHkQMVuZVQBh11WRrIEAAYASAAEqKpc_D_BwE">https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?gad_source=1&amp;gad_campaignid=23200948942&amp;qclid=EA1aIQobChMI4LLSr6DHkQMVuZVQBh11WRrIEAAYASAAEqKpc_D_BwE</a></p>	1, 2,4 & 7.
<p>CPD for Teachers and Teaching Assistants/Welfare Assistants – Focus on Supporting pupils with Social and Emotional Learning:</p> <ul style="list-style-type: none"> <li>○ Teach specific SEL skills</li> <li>○ Integrate and model SEL skills into everyday teaching and school life</li> <li>○ Explicit teaching around emotional learning, self-regulation and well-being</li> <li>○ Embedded SEL in school ethos, expectations and routines</li> <li>○ Emotional Literacy, zones of regulation and ‘windows of tolerance’</li> </ul>	<p>Evidence and research demonstrates that improving social and emotional learning is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	1, 2, 4, 5, 6 & 7
<p>Embed oral language development activities across the school. All learners have regular access to structured and teacher led ‘talk’ opportunities to develop and articulate their ideas, consolidating understanding and extending vocabulary.</p>	<p>There is strong evidence that suggest oral language interventions, including diagnostic activities, high quality classroom discussion, structured questioning and purposeful curriculum-focused dialogue and interaction are inexpensive to implement and have a high impact on language development in general and reading.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-">https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-</a></p>	1,2,3

<p>Use of diagnostic language toolkits (WEIComm Early Years Toolkit &amp; Primary Toolkit. BVS (British vocabulary Scales)</p>	<p><a href="#">learning-toolkit/oral-language-interventions</a></p>	
<p>Improve quality of 'inclusive teaching through effective, APDR, provision mapping and personalised intervention implementing a 'graduated response' to supporting learners with SEND and those disadvantaged.</p> <p>Use of a 'Universal Design for Learning' to maximise inclusive practice and support all learners whatever their individual needs.</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</a></p> <p><b>Universal Design for Learning (UDL)</b> is a framework to improve and optimize teaching and learning for every learner by setting clear, <b>rigorous goals</b>; <b>anticipating barriers</b>; and <b>proactively designing</b> to minimize those barriers. Ultimately, the goal of UDL is to develop <b>learner agency</b> that is purposeful and reflective, resourceful and authentic, strategic and action-oriented.</p> <p>Research demonstrates it improves literacy outcomes, increases learner engagement, motivation and readiness to make transitions between aspects and phases of learning.</p> <p><a href="https://udlguidelines.cast.org/">https://udlguidelines.cast.org/</a></p> <p><a href="https://www.cast.org/what-we-do/evidence/">https://www.cast.org/what-we-do/evidence/</a></p>	<p>2,3, 4 &amp; 7</p>



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

Budgeted cost: £ 12,650

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 for targeted learners 4 x a week for short designated sessions.</p> <p>On-going CPD for Teaching Assistants/Welfare Assistants provided through access to on-line 'Read Write Inc. CPD' to ensure high quality tuition and experience of intervention lead.</p>	<p>High quality targeted support can provide effective extra support for learners.</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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1,3</p>
<p>Teaching Assistant/welfare 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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Metacog">https://educationendowmentfoundation.org.uk/public/files/Publications/Metacog</a></p>	<p>1,2, 3 &amp; 4</p>



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	<a href="#">nition/EEF_Metacognition_and_self-regulated_learning.pdf</a>	
Teaching Assistant/Welfare support in each class enables the Teacher and trained Teaching Assistants to deliver targeted intervention linked to classroom teaching. With a focus on addressing misconceptions or targeted to specific needs of learners through on-going AfL.	EEF findings evidence that interventions targeted at specific pupils using on-going assessment for learning supports good progress. This is particularly the case when interventions are clearly linked to classroom learning.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a>	1, 2, 3 & 4

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

Budgeted cost: £ 5,882

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding further access to a healthy start to the school day for all learners, especially those most disadvantaged. Build upon initial start-up of provision through 'Magic Breakfast' now managed through school's own provision.	EEF evidence review of school's with 'national School's Breakfast Programme indicates that this approach successfully increased the up-take of breakfast, whilst sensitively targeting learners most likely to benefit. Behaviour improved in 'Breakfast Club' schools.  School provision to follow this model and build upon previous 'Magic Breakfast Provision'  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a>  A brief compiled by the Food Research and Action Center (FRAC) outlines the <b>correlation between breakfast and school performance</b> among children, based on numerous research findings. The findings include how eating, and not eating, breakfast affects academics, brain function, and overall wellness.	4, 5, 6 & 7



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	<a href="https://healthy-food-choices-in-schools.extension.org/breakfast-and-the-brain-how-eating-breakfast-impacts-school-performance/#">https://healthy-food-choices-in-schools.extension.org/breakfast-and-the-brain-how-eating-breakfast-impacts-school-performance/#</a>	
<p>Increase staff awareness of SEMH specific challenges through the analysis of PASS questionnaires, informing personalised and targeted intervention.</p> <p>CPD for all staff on SEL and embedding SEL practices into everyday teaching and school life.</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>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4, 5, 6 & 7
<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>Feedback from our own learners in the past through learner interviews had indicated how not having the correct equipment for school or uniform has</p>	6 & 7

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	<p>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><a href="https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/relationships-and-belonging/">https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/relationships-and-belonging/</a></p>	
<p>Deployment of funds to support access to a wider curriculum and engagement in extra-curricular/extended learning opportunities.</p>	<p>Uptake in clubs, visits and extra-curricular tuition is increased by targeted provision for disadvantaged families. Opportunities presented to encounter new experiences and &amp; life skills.</p> <ul style="list-style-type: none"> <li>- Activities with a focus on increasing confidence, self-esteem, collaborative learning and resilience.</li> </ul> <p><a href="https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf">https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</a></p>	<p>4, 5, 6, 7</p>
<p>Employ an EWO to support multi-agency and partnership working for targeted families around attendance. EWO to complete analysis and scrutiny of attendance data, complete home visits, attend parents' meetings and work with school staff on implementing support plans and attendance agreements.</p>	<p>The DfE guidance 'Working Together to Improve School Attendance' has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. This document shares guidance and expectations from September 2022.</p> <p>Evidence shows that some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation but is successful through a partnership approach.</p>	<p>2, 4, 6, 7</p>

	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a>	
<p>Parents, especially those of vulnerable/disadvantaged learners are supported to engage with school. A variety of forms of communication are used to engage parents and respond to their needs supporting home-school -partnership.</p> <p>Engagement activities with a focus on family focused events to engage parents and build trusted relationships.</p> <p>Workshops and information events support home-school partnership working building relationships within the community.</p>	<p>EEF research and guidance around parental Engagement demonstrates that a school's communication and engagement strategy is most effective when it is informed by parental voice and consultation. This ensures vulnerable and hard to reach families are supported to engage with school.</p> <p>Key considerations:</p> <ul style="list-style-type: none"> <li>○ Critically review how you work with parents</li> <li>○ Provide practical strategies to support learning at home.</li> <li>○ Tailor school communication to encourage positive dialogue about learning</li> <li>○ Offer more sustained and intensive support where needed.</li> </ul> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1675102679">https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1675102679</a></p>	<p>4, 5, 6, 7</p>
<p>Further increase staff awareness of Emotional Regulation and its links to well-being and behaviour through CPD supported by the embedding of 'an equitable approach' to learning for all – whole school.</p> <p>Pastoral Lead to work alongside schools Mental Health Lead to deliver targeted support to vulnerable learners and support staff in SEMH &amp; SEL planning and provision.</p>	<p>Research shows that Social and emotional learning have a positive impact on average of 4 months additional progress in academic outcomes over the course of an academic year.</p> <p>Being able to effectively manage emotions and self-regulate impacts upon all aspects of school life, including building positive relationships with both adults and peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning#:~:text=Social%20and%20emotional%20learning%20approaches,SE">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning#:~:text=Social%20and%20emotional%20learning%20approaches,SE</a></p>	<p>1, 2, 4, 5, 6 &amp; 7</p>



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**Total budgeted cost: £ 38,230 (£19,698 + £12,650 + £5,882)**



## 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 2023 to 2024 academic year.

Intended outcome	Impact & Outcome for (2023-2024)	Success criteria (End of 3 year Strategy)
<p>Improve oral language skills and communication amongst disadvantaged/vulnerable learners.</p>	<p>A continued focus on oral communications and language development has resulted in a continuous increase in opportunities for learners, especially the most disadvantaged, to develop and practice their oral communication skills.</p> <p>As a result, improved communication skills have translated into a continuation of raised standards across the school in reading and writing following a dip in standards as a result of Covid-19 for all learners.</p> <p>Use of diagnostic assessments has successfully informed communication focused interventions resulting in improved outcomes for targeted learners.</p> <p>Percentage of learners within the early Years working at ARE or above increased from:</p> <p>Nursery- 63% baseline Sept 24 – ↑75% in July 2025 in Reading</p> <p>Rec - 56% baseline Sept 24 – ↑70% in July 25 in Reading (including Nursey data)</p> <p>Percentage of learners achieving ARE standards for FSM learners increased from: 66% Sept 24 – ↑75% July 25 in Reading</p>	<p>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.</p>



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	<p>66% Sept 24 – ↑75% July 25 in Writing.</p> <p>60% of all pupils achieved GLD within the Early Years Foundation Stage with 33% of FSM achieving GLD.</p> <p>Communication impacts upon all aspects of learning and as such a focus on this area has supported improved outcomes for the most challenged learners particularly. Individual learners made strong progress from their starting points despite not achieving GLD.</p>	
<p>Effective use of the 'graduated response' and assessment informs high quality 'inclusive teaching', carefully selected intervention and resource deployment.</p>	<p>The proportion of learners with SEND across the school was between 32% &amp; 36% during 2024-2025 academic year. Many of these learners also qualified for Pupil Premium.</p> <p>An extensive CPD programme was delivered by the SENCo &amp; Assistant SENCo focused around a 'graduated response' leading to personalised and targeted provision in 2024-2025 this was built upon and embedded through a focus upon use of</p> <ul style="list-style-type: none"> <li>○ Teaching cognitive and metacognitive strategies</li> <li>○ Explicit instruction</li> <li>○ Scaffolding</li> <li>○ Autism Friendly classroom practice</li> <li>○ Zones of regulation and self-regulation</li> <li>○ Window of Tolerance</li> </ul> <p>As a result, inclusive practice has been further embedded across the school, ensuring disadvantaged learners make good progress against their individual starting points.</p> <p>This is supported through the positive performance of learners with SEND compared to those nationally.</p> <p>School GLD for SEND (67%)↑ compared to National of 16.5%</p>	<p>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.</p>



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	<p>The proportion of SEND learners achieving ARE or above has increased in all 3 key subject areas over 2024-2025</p> <p>SEND- 45% baseline Sept 24 – ↑ 50% in July 2025 in Maths</p> <p>SEND- 45% baseline Sept 24 – ↑ 50% in July 2025 in Reading</p> <p>SEND- 36% baseline Sept 24 – ↑ 50% in July 2025 in Writing</p> <p>100% of Parents/carers felt that any special or individual needs their child had were acknowledged and met by the school.</p>	
<p>Improved Phonics and Reading attainment for disadvantaged and vulnerable learners.</p>	<p>As a result of :</p> <ul style="list-style-type: none"> <li>On-going explicit CPD for staff on Phonics and Reading fluency</li> <li>Targeted interventions around phonics and reading</li> </ul> <p>Reading standards across the school have improved following a dip due to Covid-19.</p> <p>Percentage of learners achieving ARE standards for FSM learners increased from:</p> <p>66% Sept 24 – ↑ 67% July 25 in Reading</p> <p>66% sept 24– ↑ 67% July 25 in Writing.</p> <p>In the Year 1 cohort – The school achieved 86% in the Phonics Screener 6 % higher than national attainment, with 67% for FSM and 52% for SEND out performing national scores.</p> <p>The Phonics Screener results for 2025 were significantly lower due to a very small cohort with a high proportion of vulnerable learners. The school achieved 67% pass. Out of the 6 learners 4 learners were SEND and 2 learners LAC.</p>	<p>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.</p> <p>Achieve in line with national average expected standard for Reading in: for FSP for the Foundation Stage.</p>
<p>Improved well-being, engagement in learning and self-esteem for all pupils, especially disadvantaged learners.</p>	<p>Pupil well-being questionnaires and PASS assessments have successfully informed individual, cohort and whole school interventions around well-being and engagement in learning. School have</p>	<p>Observations, pupil Questionnaires and PASS assessments</p>

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	<p>worked with the MHST to provide workshops and interventions informed by learner feedback. A focus on 'bounce-back-ability/resilience' sleep and managing feelings were key themes.</p> <p>Individual outcomes have improved for some disadvantaged learners and have supported a multi-agency approach to addressing barriers.</p> <p>100% of Parents/carers felt that any special or individual needs their child had were acknowledged and met by the school.</p>	<p>indicate improved well-being and learner's self-confidence in their own abilities to achieve and succeed.</p>
<p>Ensure all disadvantaged learners have access to a full and wide-ranging curriculum entitlement.</p>	<p>All learners including those disadvantaged have learned to play an instrument and have had access to a range of extra-curricular opportunities. All learners have been supported with the correct resources and appropriate clothing for 'active learning' encouraging full participation in events on offer.</p> <p>During 2024-2025 uptake of extended learning activities continued to improve both during break, lunchtimes and after school. Consultation with pupils informed the activities on offer and resulted in a greater breath of clubs on offer.</p> <p>Despite the Active 60 Project finishing the school has continued to embed this during 2024-2025 which has resulted in further increases in the uptake of active learning opportunities.</p> <p>Parent/carer questionnaires support that 94% of parents stated that they felt their child had access to a variety of clubs at break/lunchtimes and after school.</p> <p>100% of Parent/Carers questionnaires support that they felt the school promotes the positive impact of exercise and well-being through Fitness Fridays.</p>	<p>100% of disadvantaged learners have access to wider curriculum opportunities such as clubs, music lessons and enrichment activities.</p> <p>Pupil and parental feedback indicate learners have the resources and support to access a full and engaging curriculum, during the school day and through extended learning opportunities.</p>
<p>Increase parental engagement and home-school</p>	<p>In 2023-2024 parental consultation effectively informed new engagement strategies on how families could best support their child/children with home learning on a regular basis. School have</p>	<p>Blended learning opportunities are exploited to promote and encourage</p>



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<p>learning/partnership opportunities.</p>	<p>built upon this and have begun to see an increase in parental engagement in workshops and opportunities to support their child through learning.</p> <p>Most success was achieved when parents actively participated in activities with their children as part of a workshop or extra event. Recent well-being and mindful mornings have been highly attended with successful links being made to home-school-partnership.</p> <p>Parent questionnaires demonstrated that 97% of parents/carers reported that: “The school works closely with parents/carers and encourages partnership in learning”</p> <p>100% parents/carers reported that: “I feel the curriculum mornings, parent workshops and information sessions have been helpful in sharing how my child learns in school.”</p>	<p>increased engagement in home-school learning partnership.</p> <p>A greater percentage of disadvantaged learners engage in home learning opportunities on a regular basis.</p>
<p>Reduce the levels of persistent absence particularly for those who are disadvantaged through home-school partnership.</p>	<p>The table below demonstrates the positive impact on school attendance for all groups of learners as a result of multi-agency and partnership working.</p> <p>The number of pupils identified as Persistently absent significantly reduced in 2023-2024 from 14 at the start of the year to 11 at the end of the year. In 2024-2025 PA numbers ended with 14 pupils in this category due to some learners taking holidays in term time. Holidays were not authorised by school.</p> <p>The schools overall attendance improved from 91% (2022-2023) to 92.3% (2024-2025)</p> <p>The schools overall absence data decreased from 9% (2022-2023) to 7.7% (in 2024-2025)</p>	<p>Effective multi-agency and home school partnership supports working towards a reduction in persistent absence, particularly for the most vulnerable and disadvantaged learners.</p>



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	<p>School will continue to focus on partnership working with targeted learners to further tackle PA in 2025-2026.</p> <p>The impact of interventions with vulnerable families has demonstrated improved individual attendance rates despite some learners still falling within the PA range.</p>	
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## Externally provided programmes



## 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.*