Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024/2025 to 2027/2028 academic years 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	Birkenshaw CE (C) Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	8
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Rebecca Martin Headteacher
Pupil premium lead	Rebecca Martin Headteacher
Governor / Trustee lead	Amanda Mahoney Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,840
LAC , Post LAC and Service Funding	LAC - £12,850 Service – 1,360
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£63,050

Part A: Pupil premium strategy plan

Statement of intent

AIMS: All members of staff and governors accept responsibility for "socially disadvantaged" pupils and are committed to meeting their emotional, social and academic needs in a caring environment. This is an integral part of the ethos of the whole school community – 'At Birkenshaw CE (C) Primary School, we care'. As with every child in our care, a child who is deemed to be "socially disadvantaged" is valued, respected and entitled to develop to his / her true potential, irrespective of need.

BACKGROUND: Pupil Premium is an initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential. The government have used pupils entitled to free school meals as an indicator for deprivation and have deployed a fixed amount of money to schools per pupils based on the number of pupils eligible for FSM. This fixed amount will increase annually during this present government.

At our school we identify all pupils who need to narrow the gap in their attainment including pupils who are eligible for FSM.

PROVISION: Our priorities at Birkenshaw CE (C) Primary School are:
• To narrow the gap for those pupils not on track to achieve Age Related Expectations in all year groups through high quality first teaching.

• To provide experiences in order to broaden horizons for all pupils including those who are eligible for FSM.

• To provide extra adult support to facilitate emotional wellbeing support and development, counselling sessions when appropriate and small group interventions.

• To provide appropriate resources to support 'keep up', interventions and specific needs.

Please note: The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM. The governors reserve the right to allocate the pupil premium to support any pupil or groups of pupils the school has legitimately recognised as being socially disadvantaged.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Surveys, observations and pupil interviews indicate that the well-being of many Pupil Premium children has been impacted more greatly by school closures

	(Covid-19). National studies also show a similar picture. Many of our Pupil Premium children display social and emotional issues resulting in low-confidence and low self-esteem.
2	Many of our Pupil Premium children lack the wider experiences of their peers and these enrichment activities have been further hindered because of the pandemic.
3	Vocabulary, phonics, basic maths and social skills can be a limiting factor for some Pupil Premium children. (Our PP children have very differing targets based on their on-entry data and Early Learning Goals and therefore interventions/activities are bespoke to individuals or group needs).
4	Speech and language – challenges in communicating ideas, understanding vocabulary/direction/instruction, listening to and following instructions.
5	To close the attainment gap caused by Covid-19.
6.	Year 2 – closing the gap in Phonics, Reading, Writing and Maths for Pupil Premium children.
7.	Ensure all access a robust, accredited early reading and phonics scheme and reading (eg Accelerated Reader) is prioritised throughout school (including high quality resourcing).
8.	Attendance and punctuality

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
To achieve and sustain improved emotional wellbeing for all our pupils in school, particularly our disadvantaged.	Sustained high levels of well being from 2024-2025, demonstrated by: • Student and parent surveys. • Teacher observations. • Increased participation in enrichment activities from PP children. • Pastoral reviews of the progress and support need for children. • Feedback and evidence from work Learning mentor completes with children.
To widen experiences, knowledge and understanding. Increase children's understanding of and use of vocabulary.	To provide rich and varied learning experiences, drawing on subjects as a background for the chosen stimulus/experience. Children's vocabulary /oracy improves and the gap is narrowed between PP children and their peers. Pupil Premium pupils will have a better understanding of a wider range of

	vocabulary – this will be shown in their spoken and written work.
To improve and embed speech and language skills of our children.	To have a positive impact on the oracy or speaking and listening skills of children in all year groups in order to narrow the gap between pp children and their peers.
To close the attainment gap caused by Covid 19	To employ additional adults to provide quality first and wave 2/3 interventions to continue supporting the children in closing the gap. PP children achieve their end of KS2 targets. Increased numbers of PP children reach the expected standard and the end of KS2.
Year 2 - to close the attainment gap for Pupil Premium children.	To reduce the gap in attainment for PP children in Y2, in line with their peers. PP children achieve their end of KS2 targets. Increased numbers of PP children reach the expected standard and the end of KS2.
Increased numbers of Pupil Premium children passing the phonics screener to bring them in line with their peers.	PP children targeted to pass phonics screener make good progress towards this.
Good attendance and punctuality	Attendance and punctuality of disadvantaged pupils above 95% Weekly punctuality data shared with parents.
Pupils will receive Quality First Teaching and targeted support to achieve at least average progress in Reading, Writing and Mathematics.	At least average progress for pupils will be achieved by the end of KS2 for Reading, Writing and Maths.

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: £15,098

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase updated resources for our DFE validated Synthetic Phonics Programme to secure consistent phonics teaching for all. £750	Evidence shows that phonics approaches have a positive impact on the accuracy of word reading particularly for PP children.	3, 5, 6, 7
Continued subscription to AR Reader and star reader. £2598	Tests which are standardised and provide age related information can provide insights into areas of weakness and therefore correct interventions/support can be provided. AR books and quizzes support the development of comprehension skills and allow teachers to closely track progress.	3, 5, 6, 7
Provide training on the teaching of reading, phonics and writing. £500	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.	3, 5, 6, 7
Employee additional staff to provide quality first and wave 2/3 teaching £11,250	EEF evidence high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.	3, 5, 6, 7
Pupil Progress data is used to support future teaching and intervention	https://educationendowmentfoundation.org.uk/	3, 5, 6, 7

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged children who require further phonics teaching. £4,850 – ETAs PM	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. Small group tuition has an average impact of four months' additional progress over the course of a year.	3,5,6,7
Additional mathematics sessions for children who are not on track to meet their target of Expected. £2,500 – ETAs PM	Small group tuition has an average impact of four months' additional progress over the course of a year.	3,5,6
Intervention to support speech and language development in Reception and KS1 £1,900	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	4
NCETM Mastering Number – Rec, Year 1, Year 2, Year 4, Year 5 and Y3 intervention. £2,750	https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/	3, 5, 6

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

Budgeted cost: £35,952

Activity	Evidence that supports this approach	Challenge number(s) addressed
Living Eggs £245	EEF evidence EEF evidence Disadvantaged children lack the experiences of their peers and therefore by widening their experiences they will develop better relationships with their peers and develop their vocabulary.	1,2,
Robinwood Residential To provide funding support for disadvantaged children so that they are able to attend residentials and class visits/experiences. £2,750	EEF evidence Disadvantaged children lack the experiences of their peers and therefore by providing financial support for clubs, residentials, etc… these children are able to widen their experiences and develop better relationships with their peers and develop their vocabulary.	1,2
Employ learning mentor to offer EWB Support / Small intervention groups. £29,280	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	1, 2
Continue to purchase a range of books to engage disadvantaged children in their reading. £500	A range of books based on children's interests encourages children to read and develops a love of reading.	3,5,6
Purchase a range of books to support children EWB £677	Children need to be able to talk about how they are feeling, their mental health being in order to develop strategies to help themselves. Discussion through stories is a effective way to talk and provide support to children.	1, 2
Provide bespoke support/activities etc… where appropriate. £2,500	Through PP interviews – action specific requests/support needed for PP children. (E.g. Music lessons requested by one child and this is paid for by school).	2
Work with families to improve attendance and punctuality	Working together to improve attendance (DFE guidance)	8

Total budgeted cost: £63,050

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.

Support provided for uniform and trip costs meant that all children could enjoy inclusive and enriched activities.

Pastoral and EWB work meant that Pupil Premium children felt able to access the curriculum along with their peers.

Interventions, both 1:1 and in small groups provided much needed keep up sessions to ensure that children were making good progress.

Over the course of the academic year 2023-2024, school has worked towards the intended outcomes.

PHONICS We continue to train new staff in the delivery of phonics and new resources are being bought to support the scheme. We have reviewed the effectiveness of the scheme so far – embedded new practices – taking on additional staff (using the PP funding) to enable us to run extra reading/ phonics groups – which will have further impact on progress. Our phonics results for summer 2024 were 73% achieving a pass and 66% (2/3) of PP children passing.
READING We have prioritised additional ETAs in order to support disadvantage children in class with extra reads etc and we currently have a full time ETA in each class in school each morning with an ETA shared on an afternoon across two classes. ETAs focus on PP children with extra reads and PP children are targeted in teaching intervention groups for reading and SATs boosters. Our PP percentages achieving expected standard in reading were:

Year 1 = 66% (2/3)

Year 2 = 50% (1/2)

Year 3 = 43% (3/7)

Year 4 = 57% (4/7)

Year 5 = 67% (6/9)

Year 6 = 67% (8/12)

The percentages show that with extra input year on year, PP children are able to move closer to meeting expected standard by Year 6.

WELL BEING / PASTORAL SUPPORT We continue to promote well-being within school and 68% of our disadvantaged children receive regular pastoral support. 92% of our disadvantaged children attended the Year 6 Residential (part funded by school) A range of books and resources have been bought for the children to support them with EWB.

Attendance for 2023-2024 for PP children was 91.25% (which is in line with national), compared to 92% for the whole school.

At Age Related Expectations – July 2024

	Phonics	Reading	Writing	Maths	Combined RWM
Reception		0/3 0%	0/3 0%	0/3 0%	
Year 1		2/3 66%	0/3 0%	1/3 33%	
Year 2		1/2 50%	1/2 50%	1/2 50%	
Year 3		3/7 43%	3/7 43%	4/7 57%	
Year 4		4/7 57%	3/7 43%	5/7 71%	
Year 5		6/9 67%	8/9 89%	8/9 89%	
Year 6		8/12 66%	8/12 66%	8/12 66%	

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Drawing Club	https://www.canigoandplaynow.com/
Drawing and Talking	https://drawingandtalking.com/

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	To provided small group phonics, reading and maths support as needed.
What was the impact of that spending on service pupil premium eligible pupils?	Children continued to make good academic progress.