

Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Birchwood Primary
Number of pupils in school	451
Proportion (%) of pupil premium eligible pupils	12.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23-2025/26
Date this statement was published	1/12/23
Date on which it will be reviewed	1/11/24
Statement authorised by	Neil Coleman
Pupil premium lead	Ella Webb
Governor / Trustee lead	Sue Hogben

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2023-24: £95,717 2022-23: £87,713
Recovery premium funding allocation this academic year	2023-24: £8300.73 + £3915 (ring fenced grant for school led tutoring). 2022-23: £7830 + £8424 (ring fenced grant for school led tutoring).
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

As a school where children are central to all we do, we strive to provide 'rich opportunities and memorable experiences', so that all pupils develop a thirst for knowledge and become enthusiastic, independent learners. The performance gap between pupils from more and less advantaged backgrounds in England is one of the largest among OECD countries (OECD, 2014). Our ultimate aim is that no child is left behind socially, or academically because of disadvantage.

We have high aspirations for all of our pupils and focus on removing barriers to learning so that they can attain academic excellence, becoming highly literate, numerate and articulate. To achieve this, we provide the children with opportunities to build self-discipline, and a sense of pride and respect for themselves and others. Our curriculum is designed to support the children's development so that they are highly adaptable to change and equipped for life in a vastly sophisticated and technological society.

We prioritise quality teaching for all, ensuring both teachers and TAs have the necessary training and expertise to deliver highly effective teaching, interventions, provide feedback and monitor progress. Rigorous tracking, careful planning and targeted intervention are used to identify and support pupils. To address the main barriers our children face, and thus provide all children the access and opportunities to enjoy academic success, every effort is made to understand every pupil as an individual so that provision can be tailored accordingly.

Challenges

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

Challenge number	Detail of challenge
1	<p>Observations and discussions with families and pupils indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of partial school closures during the COVID-19 pandemic, to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations.</p>
2	<p>Internal assessments from July 2022 indicate that in Year 3, Year 4 & Year 5 maths, reading and writing attainment among disadvantaged pupils is</p>

	significantly below that of non-disadvantaged pupils. The gap is 30% (Y3), 25% (Y4) & 20% (Y5)
3	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>100% of disadvantaged pupils were at least 6 months behind ARE when their baseline assessment was conducted in Reception. In Y1, Y2 & Y3 disadvantaged pupils are more likely to still require language intervention than non-disadvantaged pupils..</p>
3	<p>Families of disadvantaged pupils are significantly more likely to be supported through pre-Early Help or Early Help referrals, and pupils more likely to be referred to CAMHS. The difficulties faced at home can negatively impact the development of disadvantaged pupils as learners.</p> <p>Teacher referrals for support remain relatively high. 13 pupils (7 of whom are disadvantaged) currently require additional support with social and emotional needs. 29.5% of pupils on the SEND register are disadvantaged even though they only make up 14.8% of the school population.</p>
4	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils was 1.26% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress for those below 95% attendance.</p>
5	<p>Observations, and discussions with pupils & families indicate a lack of enrichment opportunities, limited access to positive role models, access to resources that support home learning, involvement in clubs and perceptions of education particularly challenge and affect disadvantaged pupils.</p> <p>In 2021-2022, disadvantaged pupils were less likely to attend after school clubs than non-disadvantaged pupils (disadvantaged pupils only made up 9% of pupils attending after school clubs despite making up 15% of the school population)</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in the difference between disadvantaged and non-disadvantaged referrals to CAMHS or receiving in school interventions • an increase in participation in enrichment activities so that disadvantaged pupil numbers are in line with their peers.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%.

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: £23,139.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Reading and writing subject leads to develop and deliver bespoke CPD £4,808.50	<u>Supporting the attainment of disadvantaged pupils: articulating success and good practice, Research report, November 2015</u> identified 7 key building blocks for success, including: Focus on high quality teaching first... develop skills and roles of teachers and TAs... They ensured TAs had the necessary training and expertise to deliver interventions, provide feedback and monitor progress... Have an individualised approach to addressing barriers to learning and emotional support, at an early stage... Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.	1,2
EYFS CPD- National Professional Qualification for Early Years Leaders, and National Professional Qualification for Leading Teaching (NPQLT) cover time.	<u>EFF- Teaching & Learning Toolkit 2018</u> Early years interventions + 5 months: Once early years provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years settings.	1, 2
CPD for teachers- developing adaptive teaching strategies & curriculum delivery £5,265	Mastery learning +5 months: There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress. Digital technology + 5 months when driven by learning and teaching goals, knowing how new technology supports pupils to work harder, for longer, or more efficiently, to improve their learning, also teachers need support and time to learn to use new technology effectively. This involves more than just learning how to use the hardware or software; training should also support teachers to understand how it can be used for learning.	1, 2
Computing CPD, including on-line safety training, delivered to all staff £2056.4	<u>EPI & Wellcom CPD-Review 2020: The effects of high quality CPD on teachers and students.</u> Our review of the randomised controlled trials of professional development interventions conducted to date reveals a positive effect on student learning. This review therefore echoes other recent meta-analyses in identifying a positive effect for teacher professional development on student outcomes (Basma and Savage, 2017; Blank and de las Alas, 2009; Gersten et al., 2014; Kennedy, 2016; Kraft, Blazar and Hogan, 2018; Lynch et al., 2019; Yoon et al., 2007),	1, 2
Maths mastery CPD for new staff £750		1, 2
TA / teacher additional days to complete CPD delivered to all staff, including subject leader development days. £4791.34		1, 2
TA training from subject leads (maths, phonics, science) £740		1, 2
Intervention training for TAs (adaptive teaching strategies, ASD, developing independence, Wellcom,		1, 2

<i>precision teaching,.) delivered by SENDCo £1018.34)</i>	
<i>SLT participation in expert group network meetings each half term and follow up activities. £770</i>	2, 3, 4, 7
<i>S&L CPD (cued articulation and vocabulary development) delivered by a S&L therapist. £1500</i>	3

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

Budgeted cost: £53,657

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions (little Wandle, maths mastery ready to progress, sentence construction-colourful semantics) delivered by class TA's £31,850 Pupil Premium Champion to monitor and evaluate progress of PPP half-termly. To adapt interventions & timetables accordingly.£1470	<u><i>Supporting the attainment of disadvantaged pupils: articulating success and good practice. Research report, November 2015</i></u> identified 7 key building blocks for success, including: Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well. They made every effort to understand every pupil as an individual and tailored their programmes accordingly <u><i>EFF- Teaching & Learning Toolkit 2018</i></u> Feedback +8 months Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. Feedback studies tend to show very high effects on learning.	1, 2
TA2 & TA3 to deliver booster sessions before school in maths and English for identified children in KS2. £6552 (recovery premium)	<u><i>Supporting the attainment of disadvantaged pupils: articulating success and good practice. Research report, November 2015</i></u> identified 7 key building blocks for success, including: Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.	1, 2
Tuition in maths and/or English with a QTS, trauma-informed, specialist tutor OR school TA for 1:1, 1:2 or 1:3 support, for 340 pupil hours £3672 from SLT funds £4128 from PP	<u><i>EFF- Teaching & Learning Toolkit 2018</i></u> One to one tuition +5 months, Small group tuition +4 months. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average or 4 months when delivered as part of a small group.	1, 2
TA school led tutoring 300 hours 1:3 ratios. £3624 from SLT,	<u><i>Supporting the attainment of disadvantaged pupils: articulating success and good practice. Research report, November 2015</i></u> identified 7 key building blocks for success, including: Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well. <u><i>EFF- Teaching & Learning Toolkit 2018</i></u>	1, 2

£2811 from PP	One to one tuition +5, Small group tuition +4 Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average or 4 months when delivered as part of a small group.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29,179.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to Warwickshire attendance support services £2609	Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs, report published by the Department for Education 24 March 2016	4
Targeted mentoring with Pupil premium champion for identified vulnerable or struggling children. £1,676	Supporting the attainment of disadvantaged pupils: articulating success and good practice, Research report, November 2015 identified 7 key building blocks for success, including: Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well. They made every effort to understand every pupil as an individual and tailored their programmes accordingly. Focus on outcomes for individual pupils rather than on providing strategies. <u>EFF- Teaching & Learning Toolkit 2018</u> Social and Emotional learning +4 months On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. <u>The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development. Consensus Statements of Evidence from the Council of Distinguished Scientists 2017 ...</u> affirms the interconnectedness of social, emotional, and academic development as central to the learning process. The brief draws from brain science, medicine, economics, psychology, and education research to describe why it is essential to address the social, emotional, and cognitive dimensions of learning; how these dimensions together shape students' academic and life outcomes;	1, 2
- Specialist music tuition offered free for FSM and subsidised to PPP on a case by case basis. - All children in year 5 to learn to play the cello. - Run specialist music afterschool clubs for children to attend (musical theatre, ukulele, keyboard, choir) actively encouraging PPP to join. £4095	<u>EFF- Teaching & Learning Toolkit 2018</u> Arts participation +2 months Overall, the impact of arts participation on academic learning appears to be positive ...Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners	5
- Fund afterschool clubs for children entitled to FSM. - Monitor the uptake of clubs by PPP by implementing a spreadsheet record - Target PPP in the summer term who have not yet participated in an extra-curricular activity. - create and offer bespoke clubs for disengaged children £2000	<u>EFF- Teaching & Learning Toolkit 2018</u> Sports participation +2 months There have been a number of reviews linking the benefits of participation in sport with academic benefits Arts participation +2 months Overall, the impact of arts participation on academic learning appears to be positive ...Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners	5

<p>- Fund school trips for children entitled to FSM. - Fund/subsidise school trips for individual PPP on a case by case basis - Monitor school trips attended by FSM £2000</p>	<p>Ofsted back field trip education Ofsted (Office for Standards in Education) recognise and support educational field trips, stating: "Unengaged students in particular experience events and engage socially in new and positive ways; they will learn in the real world in a manner that is not possible in a classroom. Ofsted's 2008 report 'How far should you go?' concludes that well-planned out-of-classroom activities, which include trips, not only enhance pupils' learning, but can also re-engage those who are hard to motivate. This Ofsted report concluded that learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development.</p>	5
<p>- Fund swimming lessons for children entitled to FSM. - Subsidise swimming lessons for individual PPP on a case by case basis. £3612.5 ÷ 68 = £53.125, x= £371.88</p>	<p><u>EFF- Teaching & Learning Toolkit 2018</u> Sports participation +2 months There have been a number of reviews linking the benefits of participation in sport with academic benefits</p>	5
<p>TA to run weekly Social Skills groups and Emotional well-being groups run across school based on PACE, emotional coaching and restorative practice principles. 2hpw x 35 wks @£13ph =£910</p>	<p><u>EFF- Teaching & Learning Toolkit 2018</u> Social and Emotional learning +4 months On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	3, 5
<p>Support purchase of uniform and PE Kit for individual PPP on a case by case basis. £750</p>	<p><u>EFF- Teaching & Learning Toolkit 2018</u> Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p>	3, 5
<p>- Provide families who claim FSM with a resource pack to support parental engagement and holistic development of the child at home. £2,200</p>	<p><u>Improving the home learning environment A behaviour change approach November 2018</u>: A good quality HLE (Home learning Environment) can: • Moderate the effect of disadvantage¹⁸ and offers partial protection against the effects of disadvantage, even into the teenage years¹⁹. • Moderate the impact of socioeconomic background on cognitive skills and socioemotional difficulties²⁰.</p>	1, 2, 3, 5
<p>Purchase 'exciting and colourful' revision guides for all Year 2 and Year 6 pupils £1500</p>	<p><u>Improving the home learning environment A behaviour change approach November 2018</u>: A good quality HLE (Home learning Environment) can: • Moderate the effect of disadvantage¹⁸ and offers partial protection against the effects of disadvantage, even into the teenage years¹⁹. • Moderate the impact of socioeconomic background on cognitive skills and socioemotional difficulties²⁰.</p>	1, 2
<p>Pastoral support, providing one to one support for PP families including Early Help interventions, Deputy Designated Safeguarding role and Pupil Premium Champion. £9,718.02</p>	<p><u>EFF- Teaching & Learning Toolkit 2018</u> Parental engagement, +3 months. We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop ...the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. ...parental engagement is consistently associated with pupils' success at school...</p>	3, 4, 5
<p>Children are enrolled for the Letterbox Club by local authorities, schools and nurseries. Each child receives their own colourful parcel of books, maths games, stationery and other high quality materials once every month for six months, from May to October. £1350</p>	<p>2021-22 Letter box club evaluation 95% of children reported enjoying their packs. 92% said they used them at home. 66% reported reading more since receiving their packs. https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/letterbox-club/schools/ research link at bottom of impact</p>	1, 2, 3, 5

Total budgeted cost: £105,972.48 (£1955.52 remaining)

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 2022 to 2023 academic year.

Academic achievement

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

At Birchwood, the Year 6 cohort consisted of 68 pupils, 7 of whom were PP (14% per pupil).

National figure for children achieving ARE in reading, writing and maths 59%. For Birchwood this was 72% for all pupils and 71.4% for PP pupils.

National figure for children achieving ARE in reading, 73%. For Birchwood this was 78% for all pupils and 71.4% for PP pupils

National figure for children achieving ARE in writing 71%. For Birchwood this was 82% for all pupils and 86% for PP pupils

National figure for children achieving ARE in VGPS 72%. For Birchwood this was 84% for all pupils and 100% for PP pupils

National figure for children achieving ARE maths 73%. For Birchwood this was 87% for all pupils and 100% for PP pupils

KS1 data showed that disadvantaged pupils were achieving in line or better than their peers. The Year 2 cohort consisted of 60 pupils, 11 of whom were PP (9% per pupil).

The expected standard in reading was achieved by 76% & of all pupils and 80% of PP pupils.

The expected standard in writing was achieved by 70% & of all pupils and 70% of PP pupils.

The expected standard in maths was achieved by 83% & of all pupils and 90% of PP pupils.

In Year 1, the cohort consists of 60 pupils, 9 of whom were PP (11% per pupil). 95% of all pupils, and 100% of PP pupils at Birchwood passed their phonic screening check last year for the second year running.

In EYFS, 75% of all pupils achieved a good level of development last year. Only 1 out of the 7 (14%) pupil premium children achieved this compared to 78% last year. All PP children made at least expected progress from baseline data. 5 of the 7 children have external agencies involved in supporting them (educational psychologist for 2, S&L for 6, Occupational therapy for 2, Early Help for 2)

Internal assessments from July 2022 indicated that in Year 3, Year 4 & Year 5 maths, reading and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. The gap is 30% (Y3), 25% (Y4) & 20% (Y5). Internal assessments from July 2023 indicate that the gap for two of the cohorts has reduced significantly. PP pupils from the 2022 Y3 (current Y5 2023-24) cohort were in line with peers for writing and maths and out performed them in reading by 13%. In the 2022 Y5 cohort, PP children out performed their peers in all three areas, by 20% for reading and writing. The gaps in the Y4 cohort from 2022 (current Y6 2022-23) has not yet closed and so will be the focus of the tutoring funding grant this year.

Enrichment opportunities

Take up of clubs is high and around 80% of our children have attended at least one club in the last two years. 51 clubs have been delivered in 2022-23: These have been attended by 765 pupils* of which 101 are disadvantaged (13.2%) which is higher than 9.5% in 2019-2020 but not yet in line with the 14.6% of disadvantaged pupils in school. The gap between the school population (14.6%) and club representation (13.2%) has halved over the last 12 months to be 1.2%, down from 2.4%) *pupils have been counted more than once where they have attended more than one club.

44 disadvantaged pupils have been financially supported to attend educational trips and visits to places such as Birmingham Botanical gardens, The Black Country Living Museum, West-Midlands safari parks, Christmas Pantos etc. 76 (17 disadvantaged) pupils have accessed music lessons either as part of a group or as a 1:1 session.

62 out of 66 pupil premium packs were collected by parents. Parents gave an average of 5/5 stars for the packs supporting home learning and encouraging joint activities at home between different family members such as games, creative or mindfulness activities? Parents gave an average of 4/5 stars for the packs supporting maths learning and the love of reading at home. *"We really enjoyed the resource pack and I loved finding everything inside. I think it is a fantastic use of pupil premium funding that impacts the child directly. I imagine it is an absolute wonder to children who may not have these resources already at home and receiving it is a lovely thing for all the children. Well done Birchwood!"*

Wellbeing

Our observations, assessments and referral records demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain

significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute, with more than 50% of referrals to RISE being for PP children. Internal data (wellbeing measure frameworks & SDQs) indicate that internal and external interventions are improving the wellbeing of the children involved.

Attendance

Our attendance data 2021-2022 indicated that attendance among disadvantaged pupils was 1.26% lower than for non-disadvantaged pupils. In the academic year 2022-23 this was reduced to 1% lower, with whole school attendance being 96%.

Review of the strategic plan

These results mean that at present, we are on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have however, reviewed our strategy plan and made changes to reflect the difficulty in accessing speech and language support for EYFS & KS1 pupils, as well as PP children not achieving the higher standard in line with their peers. How we intend to use some of our budget differently this academic year, is set out in the Activity in This Academic Year section above.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	