

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Birchfield School
Number of pupils in school	693
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	Sept 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Matthew Douglas
Pupil premium lead	Zoe Thewlis
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 251,515.00
Recovery premium funding allocation this academic year	£ 27,115.00
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	£278,630.00

Part A: Pupil premium strategy plan

Statement of intent

At Birchfield we aim to provide equal opportunity for all pupils to achieve and learn well. In order to support the needs of our pupils including those who may be disadvantaged, we aim to address barriers to learning: pastoral, social and academic, in order to support our pupils to achieve and develop well.

Pupil premium funding enables us to provide additional educational support to improve progress and raise the attainment of pupils in receipt of pupil premium as well as narrowing any gaps between these pupils and those who are not in receipt of pupil premium funding.

Pupil premium funding also enables the school to address wider issues that may be a barrier to academic achievement for example, through the use of pastoral support.

We also recognise that not all pupils receiving pupil premium funding face the same levels of disadvantage and that many pupils who experience disadvantage are not in receipt of pupil premium funding. There are a number of other, additional ways in which the school may identify a child as being disadvantaged or in need of additional support in their social, pastoral or academic school life and the school takes seriously its duty of care to all pupils where this may apply.

Strategies to support pupils are adopted at a whole school level and targeted as needed for classes, groups and individuals.

Challenges

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

Challenge number	Detail of challenge
1	<p>There are a high number of children that require additional educational support in their learning, particularly in the first instance, in the core subjects.</p> <p>Children have fallen further behind due to C19 and there are significant gaps within the core curriculum</p>
2	<p>New and less experienced teachers have missed significant development due to the C19 pandemic and need support to develop their practise. 55% of teaching staff in the school are in the first 3 years of their teaching career.</p>

3	There are a high number of children facing additional barriers to their learning. Demand for mentoring is very high. A greater number of families are facing financial hardship and have dealt with extremely difficult personal and emotional challenges. Parents are increasingly reliant on school for high levels of pastoral support. Safeguarding and child protection concerns are high.
4	Attendance has been affected by the pandemic and requires consistent and rigorous monitoring to improve levels against national average.
5	

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 improve outcomes against ARE in all year groups in R, W and M	Increased ARE compared to 20/21 for all pupils and disadvantaged pupils
To narrow the gap between disadvantaged and other pupil groups in Phonics, KS1 and KS2 outcomes	Gap is narrowed between pupil groups in Phonics, KS1 and KS2 outcomes
To maintain attendance at national average and work to improve rates of persistent absence	Attendance is at National Average. Attendance of disadvantaged pupils is improved and in line with all pupils Robust systems track and improve persistent absence. Parent communication is effective.

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: £ 117,907.55

Activity	Evidence that supports this approach	Challenge number(s) addressed

To develop the practise of ECTS/less experienced teachers and staff.	EEF – teacher feedback to improve pupil learning	1, 2
To ensure high quality first teaching in Reading, Phonics, Writing and Mathematics	(EEF – preparing for Literacy) (EEF – Reading Comprehension strategies) (EEF - Mathematics EYFS, Y1 and Y2 – developing practitioners’ understanding of how children learn Maths; integrate Maths throughout the day)	1,2
To ensure a well-planned core and non-core curriculum supports progress and attainment for all pupils, including disadvantaged.	(Creating a culturally rich curriculum)	1,2

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

Budgeted cost: £ PP: 116,021.41

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide targeted interventions and additional support for identified children in Reading and/or Phonics.</p> <p>To develop support staff’s impact in delivering high-quality Reading and/or Phonics interventions</p> <p>To provide the related resources and materials which will enable children to catch up, retain, recall and practise learning</p>	<p>(EEF – Guide to Pupil Premium)</p> <p>(EEF – Making the best of teaching assistants)</p>	1, 2

<p>To provide targeted interventions and additional support for identified children in Maths</p> <p>To further develop support staff's impact in delivering high-quality interventions</p> <p>To provide the related resources and materials which will enable children to catch up retain, recall and practise learning</p>	(EEF – Guide to Pupil Premium)	1, 2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 53,446.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide mentoring and pastoral support, as well as support for staff, to develop effective learning behaviours in pupils and overcome barriers to learning	(EEF – Improving behaviour in schools) School use of Leuven scales	3
To ensure that attendance is improving with persistent absence addressed so that it decreases and the schools overall attendance improves post pandemic	(EEF – Working with parents to support learning)	3, 4
To minimise the frequency of lateness to schools for disadvantaged pupils	(EEF – Working with parents to support learning)	3, 4

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Total budgeted cost: 287,375.46

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 2020 to 2021 academic year.

Aim	Outcome
Raise standards in teaching	Teachers did not receive the intended support package due to C-19 restrictions, lockdowns and regular bubble closures. Further development is needed of all less experienced staff.
Provide high quality additional interventions for pupils	Ability to provide additional support was affected by lockdowns and bubble closures. The effective use of remote learning allowed pupils to continue to be supported to learn from home.
Ensure accurate pitch and expectations in Reading and Maths	Improvements made in both pitch and expectations but outcome affected by C-19
Recover attendance so that it is in line with national	Outcome affected by C-19. School systems embedded and followed.
Provide appropriate pastoral support for pupils	Outcome affected by C-19. The school provided regular contact for all pupils during lockdowns and bubble closures through daily timetabled remote learning and wellbeing phone calls.

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
N/A	

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

Further information (optional)

How will we monitor and implement the strategy?

1. Teaching

Strategic plan for of PLD and development of staff.

Rigorous and regular monitoring cycle

Senior Leaders timetabled to work 1:1 with identified staff in and outside of class

Senior leaders to work with groups of staff to improve provision in all areas impacting upon pupil progress and outcomes: subject knowledge, planning, teaching, environment

Pupil progress tracking and monitoring the progress of pupils and pupil groups

2. Targeted support

Designated staff to target specific individuals and groups.

Precise planning for interventions

Effective delivery of interventions

Progress tracking to monitor the impact of interventions on disadvantaged pupils and other pupil groups.

Ongoing PLD provided to staff and targeted support from senior leaders

3. Wider strategies

All senior leaders in school are all DSL trained and this training is maintained.

The school has a pastoral team to work across the school with identified pupils and groups.²⁷

All school staff receive extensive training in all aspects of safeguarding.

Attendance and punctuality to be closely monitored. We will work closely with families to promote all aspects of good attendance