

Pupil premium strategy statement – Birchfield Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	591
Proportion (%) of pupil premium eligible pupils	(46%) 271
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Mr. M Douglas
Pupil premium lead	Mr. J Aldred
Governor / Trustee lead	Mrs T Yusefi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 357,969.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 357,969.25

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

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

The key principles are to provide high quality teaching for all our pupils. Our senior leaders work in a targeted way to improve the effectiveness of all our teachers. We also provide targeted interventions to provide extra support to our children to close any gaps, if they exist, with the rest of their peers. Finally, we seek to address social, emotional and behavioural barriers facing some of our pupils and their families through pastoral interventions.

Challenges

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

Challenge number	Detail of challenge
1	There are children that require additional educational support in their learning, particularly in the first instance, in the core subjects, to keep up or to stay on track to achieve ARE.
2	The school has 5 ECT teachers who are in their second year and they all receive support from our more experienced senior leaders.
3	There are a high number of children facing additional barriers to their learning. Demand for mentoring is high. We have a greater percentage of our pupils eligible for Pupil Premium (46%). Parents, as well as children, are increasingly reliant on school for high levels of pastoral support. We have a number of families where there are safeguarding and child protection concerns. A greater number of families are facing financial hardship which has worsened over the last few years.
4	Attendance remains a key focus for the school; we are working hard to ensure pupils attend at national levels and we achieve our DFE set attendance target of 94.4%. We do have a culturally diverse community and there are issues with extended leave requests and pre-holiday absence. We have issues with lateness and children missing parts of their morning lessons. An action plan for attendance has been further enhanced to improve the attendance of all children but particularly the most vulnerable pupils including our pupil premium.

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 continue to improve outcomes against ARE in all year groups in R, W and M	To improve and maintain outcomes against ARE in all year groups in R, W and M. Increased ARE, or more children on track for ARE - all pupils and disadvantaged pupils. PP pupils are making good progress from their starting points.
To ensure that there are no significant gaps between disadvantaged and other pupil groups in Phonics, KS1 and KS2 outcomes	To ensure that there are no significant gaps between disadvantaged and other pupil groups in Phonics, KS1 and KS2 outcomes.
To maintain attendance at national average and work to improve rates of persistent absence	To maintain attendance at national average and work to improve rates of persistent absence. To achieve the DFE target set for the school of 94.4%. Attendance to be 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. Barriers to attending school are understood and collaboratively tackled alongside parents.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £134,124.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop the practice of ECTs, and less experienced teachers.	EEF – teacher feedback to improve pupil learning 1,2	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). ELS phonics training for all EYFS/KS1 staff and support staff in KS2.	1,2
To ensure a well-planned and challenging core and non-core curriculum is delivered in such a way as to support progress and attainment for all pupils, including disadvantaged.	Developing a culturally rich and engaging curriculum to ensure that the staff and pupils enjoy and are engaged in their learning. The curriculum is more representative of our community's cultural backgrounds and enhanced through the seamless use of digital devices as a tool to improve learning.	1,2

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

Budgeted cost: £158,695.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide targeted interventions and additional support for identified children in R, Ph, W and M	(EEF – Guide to Pupil Premium) (EEF – Making the best of teaching assistants)	1,2
To ensure the delivery of high-quality interventions including pre and post tutoring.	(EEF – Guide to Pupil Premium)	1,2
To provide the related resources and materials which will enable children to retain, recall and practise their learning	(EEF – Guide to Pupil Premium)	1,2

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

Budgeted cost: £62,194.53

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide mentoring and pastoral support. To develop effective learning behaviours in pupils and overcome barriers to learning. To ensure staff are trained well.	(EEF – Improving behaviour in schools)	3
To ensure that attendance continues to improve, and that persistent absence is addressed so that it decreases.	(EEF – Working with parents to support learning) DFE Guidance Working together to improve school attendance August 2024	3,4

Total budgeted cost: £ 357,969.25

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- All pupils' attainment has improved from the previous year in all subjects. Birchfield's national data at the end of the year in KS2 was as follows: (ARE+ and GD) R: 77%, 38%; M: 85%, 39%; W: 75%, 20%; GPS: 78%, 53% Combined: 75%, 10%.*
- Birchfield exceeded national figures in all subjects for all pupils. Disadvantaged children achieved above or equal to the national standards in Writing, Maths and GPS. Our disadvantaged readers attained 2% less than all readers nationally. Our disadvantaged pupils combined figure was 11% higher than national combined. Our disadvantaged pupils' attainment exceeded our non-disadvantaged pupils in the combined figure by 2%. There were no significant gaps between our disadvantaged and non-disadvantaged pupils in any core subject.*
- To address the previous year's data concerns (2024), we have developed a target group strategy that has five or six target groups. This approach is showing a marked improvement in our results and ensured a narrowing of the disadvantaged gap.*
- Disadvantaged attendance for 24/25 was 93.25% at the end of last year which was 1.4% less than non-disadvantaged pupils.*

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
N/a
The impact of that spending on service pupil premium eligible pupils
N/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.

- In order to support with identification of pupil premium families, we have a uniform incentive in place whereby new parents signing the form for pupil premium receive a new school uniform. As well as ensuring that all pupil premium pupils are identified, it also ensures that they have access to a school uniform and bag.
- All our pupils are offered the opportunity to go on three school trips or in-school visit experiences as we recognise that some of our parents cannot afford to pay. School funds the trips/visits for parents who are unable to afford the cost as we do not want our pupils to miss out on these important educational experiences.