

# Pupil premium strategy statement – Birchfield Primary School

This statement details our school's use of pupil premium (and recovery 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	652
Proportion (%) of pupil premium eligible pupils	32% (212)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	M Douglas
Pupil premium lead	Mr J Aldred
Governor / Trustee lead	Mrs U K Saiyed

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 301,185
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 30,015
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ TBC
<b>Total budget for this academic year</b> <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>	£ 331,200

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

*At Birchfield we aim to provide equal opportunities 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.*

*The key principles are to provide high quality teaching for all our pupils through the senior teachers working in a targeted way to improve the effectiveness of all our teachers. We also provide targeted interventions to provide extra support to our children in order to keep them up with the rest of their peers. Finally, we address the financial, social, cultural and educational barriers facing our pupils and their families through targeted support for our most vulnerable children.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
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 a number of teachers who are new to the profession, as well as less experienced teachers who require support from more experienced colleagues.
3	There are a high number of children facing additional barriers to their learning. Demand for mentoring is high. A greater number of families are facing financial hardship which has worsened over the last few years. Parents, as well as children, are increasingly reliant on school for high levels of pastoral support. Safeguarding and child protection concerns are high.
4	Attendance remains a priority and there is persistent absence and/or lateness. An action plan for attendance has been further enhanced to improve the attendance of all children but particularly the most vulnerable pupils including PP.
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 continue to improve outcomes against ARE in all year groups in R, W and M	To continue to improve and maintain outcomes against ARE in all year groups in R, W and M. Increased ARE, or more children on track for pupils and disadvantaged pupils. Pupils are making good progress from 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 There are no significant gaps between 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. 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: £ 116,179.00

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	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 and challenging core and non-core curriculum is delivered in such a way as to support progress and attainment for all pupils, including disadvantaged.	Creating a culturally rich curriculum –developing curriculum further so that it is more representative of our community’s cultural backgrounds and linked to digital literacy and enrichment.	1,2

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

Budgeted cost: £ 173,467.25

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: £ 81,153.92

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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 May 2022	3,4

**Total budgeted cost: £ £370,800.17**

## 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:

- Pupils attained well in 2022/23 from their starting points. National data at the end of the year in KS2 was as follows: (ARE and GD) R: 76%, 21%; M: 81%, 34%; W: 82%, 14%; GPS: 80%. Combined: 71%, 8%.
- Birchfield exceeded National figures in all areas of reading, writing and maths. Disadvantaged children achieved well, results being above national standards in Writing and Maths and slightly below in Reading. Our non-disadvantaged pupils performed above national standards.

### Externally provided programmes.

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

Programme	Provider

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

<b>The impact of that spending on service pupil premium eligible pupils</b>

## 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 or recovery premium funding.*