

Birchwood Avenue Primary School

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium funding for the 2025-2026 academic year 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 Avenue Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	35% (71 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024 -2025 2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Miss E Hall
Pupil premium lead	Miss A James
Governor / Trustee lead	Anne Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,050

Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£106,050

Part A: Pupil premium strategy plan

Statement of intent

At Birchwood Avenue Primary school, we are committed to ensuring that every student has the opportunity to excel academically, regardless of their background or personal circumstances. To support our goal of high attainment for all, we have developed a pupil premium strategy that specifically targets our disadvantaged students, including those who are already attaining well. We also take into account the unique challenges faced by vulnerable students, such as those with social workers or young carers, and provide tailored activities and support to meet their needs. Following the guidance from the Education Endowment Foundation (EEF), we have planned how to allocate the pupil premium funding effectively. We will allocate 50% of the funding to enhance the quality of teaching, 25% towards targeted academic support, and the remaining 25% for wider strategies. This approach allows us to address the specific needs of our disadvantaged students in mathematics, reading and writing and provide them with the necessary support to excel.

Investing in high-quality teaching will strengthen the overall effectiveness of our teaching staff. We will provide them with adequate training and resources, enabling them to deliver outstanding instruction to all students, including those facing disadvantage. Targeted academic support will be tailored to individual needs, focusing on the areas where improvement is most needed. Additionally, we will implement wider strategies that promote the overall well-being, engagement, and motivation of our disadvantaged students. These strategies may include mentoring programs, extra-curricular activities, initiatives to involve parents, and other approaches that have proven effective in similar contexts.

We will closely monitor our progress, regularly evaluating the impact of our actions to ensure that the allocated funding is being used effectively and making a tangible difference. We will adopt a whole school approach where all staff are responsible and accountable for the progress and attainment of disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in Key Stage 2. Data from 2023 shows that there is 4% gap between disadvantaged and nondisadvantaged students for maths.

2	Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils in Key Stage 1 and Key Stage 2. Data from 2023 shows that there is 28% gap between disadvantaged and nondisadvantaged students for writing in Key Stage 2 and an 11% gap between disadvantaged and non-disadvantaged in Key Stage 1.
3	Internal and external assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils in Key Stage 1 and Key Stage 2. Data from 2023 shows that there is 4% gap between disadvantaged and nondisadvantaged students for reading in Key Stage 2 and an 11% gap between disadvantaged and non-disadvantaged in Key Stage 1.
4	Data from 2023 shows that the percentage of disadvantages pupils meeting the Year 1 phonics screening check was 66.7% compared to 80% of their non-disadvantaged peers.
5	Attendance data indicates disadvantaged pupil's attendance is 4% lower than nondisadvantaged pupils. 40% of disadvantaged students are persistently absent in comparison to 12% of non-disadvantaged pupils. Our assessment indicate that absenteeism is having a detrimental impact on the progress of disadvantaged pupils.
6	Analysis of internal recording of behaviour indicates that 62% of behavioural incidents logged involve disadvantaged students.

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
Attainment for disadvantaged pupils will at least, be in line with non disadvantaged pupils for maths in Key Stage 2.	Key Stage 2 maths outcomes for will demonstrate that more than 75% of disadvantaged students will meet the expected standard by July 2026
Attainment for disadvantaged pupils will at least, be in line with non disadvantaged pupils for writing in Key Stage 1 and Key Stage 2.	Key Stage 1 and 2 writing outcomes for will demonstrate that more than 80% of disadvantaged students will meet the expected standard by July 2026.
Attainment for disadvantaged pupils will at least, be in line with nondisadvantaged pupils for reading in Key Stage 1 and Key Stage 2.	Key Stage 1 and 2 reading outcomes for will demonstrate that more than 75% of disadvantaged students will meet the expected standard by July 2026

Attainment data for disadvantaged pupils will at least, be in line with nondisadvantaged pupils for phonics in the Year 1 Phonics Screening Check.	Year 1 Phonics screening data will demonstrate that the percentage of disadvantaged pupils meeting the expected standard will be at least in line with their nondisadvantaged peers by July 2026
Disadvantaged pupils will attend in line with non-disadvantaged pupils and the number of disadvantaged students who are persistently absent will decline.	The overall unauthorised absence rate for all pupils will be no more than 4%. The attendance gap between disadvantaged pupils and their non –disadvantaged peers will reduce by 50% by July 2026.
Behavioural incidents involving non disadvantaged pupils will decline.	Logged behavioural incidents will not disproportionately represent disadvantaged pupils. Wellbeing surveys, observations and discussions with pupils will indicate an improvement in how children perceive themselves and their wellbeing.

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: 61,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Systematic, Synthetic Phonics training delivered to all staff EYFS – ks2	Phonics Teaching and Learning Toolkit EEF	2, 3, 4
Fund teacher release time to support enhancement of the teaching of maths, reading and writing.	Improving Mathematics in Key Stages 2 and 3	2, 3, 4
Mentoring and coaching sessions take place with Maths Mastery Coach	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-GuidanceReport.pdf?v=1701812337	1
Standardised diagnostic assessments in every year group. Assessments used to inform future planning with a particular focus on disadvantaged pupils	Diagnostic assessment EEF	1, 2, 3, 4

Upskilling staff through effective professional development using the EEF guidance	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-qualityteaching	1, 2, 3, 4
Staff work alongside an experiences curriculum lead to ensure high quality teaching and learning is embedded throughout the curriculum focussing on collaborative learning approaches.	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches	1, 2, 3, 4

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

Budgeted cost: £ 26,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring	<u>One to one tuition Teaching and Learning Toolkit EEF</u> <u>Small group tuition Teaching and Learning Toolkit EEF</u>	1, 2, 3,4
Nuffield Early Language Intervention (NELI)	<u>Nuffield Early Language Intervention EEF</u>	2, 3
Word Aware Intervention	<u>Oral language interventions EEF</u> On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress' (EEF 2021)	2, 3
Small group targeted Maths tuition	<u>Small group tuition EEF</u> <u>Improving Mathematics in Key Stages 2 and 3 EEF</u>	1

1:1 and small group targeted phonics tuition	Small group tuition EEF One to one tuition EEF Phonics EEF	1, 2, 3
Targeted interventions: Small group interventions based on individual need.	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions Internal intervention data shows that targeted interventions which have the following structure improve outcomes for pupils: Entry data Clear short term and long term objectives Exit data Clearly articulated next steps Reviewed by the SENCo and Class Teacher	1, 2, 3, 4, 5, 6

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

Budgeted cost: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring school readiness, including attendance incentives, breakfast and school uniform.	Securing good attendance and tackling persistent absence - GOV.UK https://www.familyaction.org.uk/whatwedo/childrenfamilies/breakfast/	5
Funded wrap around care places for children.	Engagement in leisure can promote physical and psychological wellbeing for persons of all ages (Susan Knox, 1998) Childhood leisure facilitates competence in adulthood (Barnett, 1990)	5, 6
Play Therapy	Evidence-Based Practice Statement: Play Therapy	5, 6

Art Therapy	Arts participation EEF	5, 6
Education Mental Health Practitioner	https://www.eif.org.uk/what-its-about/mentalhealthwellbeing	5, 6
Improve the quality of social and emotional learning through a whole school approach to Neuro Science and behavior. Deliver staff training and roll out the programme to children	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/educationevidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site-searchh&search_term	5, 6
Additional members of SLT to support the Attendance Team to work with parents to improve attendance.	Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance .	5
Contingency fund to support unforeseen issues as they arise.	A small amount of funding has been reserved to support families of disadvantaged students as the need arises.	1, 2, 3, 4, 5, 6

Total budgeted cost: £106,050

Part B: Review of the previous academic year

Progress towards intended outcomes: Attainment for disadvantaged pupils will at least, be in line with non disadvantaged pupils for maths in Key Stage 2.

The school has continued to embed a consistent maths mastery approach, with the progress and attainment of pupils in receipt of pupil premium funding routinely prioritised within pupil progress meetings. Teachers make effective use of formalised summative and formative assessments to identify gaps and misconceptions in pupils' mathematical understanding. This enables staff to plan and implement timely, targeted interventions which are reviewed regularly for impact. As a result of these approaches, attainment in mathematics (attaining expected standard and greater depth standard) for pupils eligible for pupil premium funding has increased from 40% to 58.9%, and the disadvantage gap has reduced by 12.3% between the 2023/2024 and 2024/2025 academic years. Current school performance information indicates a sustained improvement trend, suggesting that the school's approach to curriculum delivery, assessment and intervention is supporting disadvantaged pupils to achieve more highly and narrowing the attainment gap.

Attainment for disadvantaged pupils will at least, be in line with non disadvantaged pupils for writing in Key Stage 1 and Key Stage 2.

As part of the school's ongoing focus on improving the quality and effectiveness of feedback, monitoring of pupils' English books indicates that written feedback is purposeful, consistent and increasingly effective in moving pupils' learning forward. Teachers are using feedback to address misconceptions, support editing and redrafting, and enable pupils—particularly those in receipt of pupil premium funding—to make sustained improvements in the quality of their writing. In line with this, the writing curriculum has been remapped to strengthen progression, coherence and pupil engagement, ensuring that learning builds systematically on prior knowledge and skills. This refined curriculum design has had a positive impact on pupils' attitudes to writing and the quality of outcomes produced, particularly for disadvantaged pupils.

As a result of these actions, attainment in writing for disadvantaged pupils has improved, with 39% achieving the expected standard in 2025 compared to 32% in 2024. The progress and attainment of pupils eligible for pupil premium funding continue to be a standing focus within pupil progress meetings, enabling leaders and teachers to identify barriers to learning and implement timely, targeted support. To further strengthen practice, the writing subject leader and Year 6 teacher are working closely with the Primary English Teaching and Learning Advisor to refine curriculum implementation, develop staff expertise and ensure that strategies are consistently applied across the school. These collaborative approaches demonstrate a clear commitment to improving outcomes for disadvantaged pupils and securing sustained improvements in writing attainment.

Attainment for disadvantaged pupils will at least, be in line with non disadvantaged pupils for reading in Key Stage 1 and Key Stage 2.

Targeted professional development in the teaching of reading has remained a key priority and continues to support improved outcomes for pupils, particularly those in receipt of pupil premium funding. Ongoing CPD has strengthened teachers' subject knowledge and confidence in delivering a consistent, evidence-informed approach to reading across the school. As a result, a greater proportion of disadvantaged pupils are attaining the expected standard in reading, with attainment increasing by 18% over the review period. A sustained focus on early reading has further contributed to improved standards in the Early Years Foundation Stage and Key Stage 1, ensuring that pupils develop secure phonics knowledge and early comprehension skills, which provides a strong foundation for future learning.

Targeted small-group interventions, including the reading fluency project, have been implemented effectively to support disadvantaged pupils who require additional help. Intervention data indicates that all pupils accessing these programmes make progress from their individual starting points. Entry and exit assessments are systematically used to monitor impact and inform ongoing provision, ensuring that interventions remain responsive and effective. In addition, teachers make purposeful use of diagnostic and summative assessments to identify gaps in pupils' reading skills and to adapt teaching to address specific learning needs. Collectively, these approaches demonstrate a clear and coherent reading strategy, underpinned by the targeted use of pupil premium funding, which is contributing to improved attainment and progress for disadvantaged pupils.

Disadvantaged pupils will attend in line with non-disadvantaged pupils and the number of disadvantaged students who are persistently absent will decline.

The attendance of pupils in receipt of pupil premium funding continues to be a key priority for the school. Robust monitoring systems are firmly in place, including regular attendance reviews and meetings with families, ensuring that concerns are identified promptly and support is offered in a timely manner. A range of targeted initiatives, such as participation in Rock Steady and whole-school enrichment activities, have had a positive short-term impact on attendance and engagement, particularly on the days these activities take place. While these strategies have not yet secured sustained improvements in overall attendance, they have provided valuable insight into effective motivational approaches and will inform the next phase of the school's attendance strategy for disadvantaged pupils.

Behavioural incidents involving non disadvantaged pupils will decline.

As part of the school's ongoing commitment to supporting pupils' social, emotional and behavioural needs, staff have continued to engage in professional development focused on Therapeutic Thinking.

This training has strengthened staff understanding of trauma-informed and relational approaches, enabling teachers to respond more effectively to pupils' individual needs and to promote a calm, supportive and inclusive learning environment. The consistent application of these approaches has contributed to improved pupil engagement and a reduction in behaviour incidents among disadvantaged pupils.

However, despite these positive developments, behaviour data indicates that disadvantaged pupils are not yet achieving parity with their non-disadvantaged peers. This highlights the need for continued focus on the consistent implementation of Therapeutic Thinking strategies and further targeted support to ensure sustained improvements in behaviour and engagement for all pupils.