

Birchwood Avenue Primary School

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium funding for the 2024- 2025 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	205
Proportion (%) of pupil premium eligible pupils	34% (70 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024 -2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£108,040

Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£108,040

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 non-disadvantaged 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 non-disadvantaged 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 disadvantaged 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 non-disadvantaged 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 non-disadvantaged 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	https://d2tic4wvo1iusb.cloudfront.net/production/eefguidance-reports/effective-professional-development/EEF-Effective-Professional-Development-GuidanceReport.pdf?v=1701812337	1

Maths Mastery Coach		
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/supportfor-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	<p style="text-align: center;"><u>One to one tuition Teaching and Learning Toolkit EEF</u></p> <p><u>Small group tuition Teaching and Learning Toolkit EEF</u></p>	1, 2, 3,4
and school-led tutoring.		
Nuffield Early Language Intervention (NELI)	<u>Nuffield Early Language Intervention EEF</u>	2, 3
Word Aware Intervention	<p><u>Oral language interventions EEF</u></p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress' (EEF 2021)</p>	2, 3
Small group targeted Maths tuition	<p><u>Small group tuition EEF</u></p> <p><u>Improving Mathematics in Key Stages 2 and 3 EEF</u></p>	1
1:1 and small group targeted phonics tuition	<p><u>Small group tuition EEF</u></p> <p><u>One to one tuition EEF</u></p> <p><u>Phonics EEF</u></p>	1, 2, 3

<p>Targeted interventions: Small group interventions based on individual need.</p>	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</p> <p>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</p>	<p>1, 2, 3, 4, 5, 6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 27,000

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

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-search&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
Implementing Forest School to support children's behavior and wellbeing. Two members of staff will initially be trained to deliver Forest School sessions to the whole school.	https://www.cambridgeforestschoools.co.uk/schools/forest-school-and-outdoor-learning-research/	5, 6

Total budgeted cost: £114,070

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.

implementation of the maths mastery approach provided a solid foundation and deep understanding of mathematical concepts for all students. We also ensured that our formalised assessments accurately identified individual areas of strengths and areas that needed improvement, allowing us to provide targeted support to our disadvantaged pupils. It was a priority that our disadvantaged students were a prominent feature of all pupil progress meetings, ensuring that their needs and progress were closely monitored. Teachers were fully aware of who these students were and took proactive steps to meet their specific learning needs. By providing targeted support and adopting a whole-school approach to address the attainment gap, we were able to achieve parity in maths attainment between our disadvantaged and non-disadvantaged pupils at Key Stage 2.

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 our efforts to improve feedback, we have implemented a new Feedback Policy to make marking and feedback more accessible and purposeful for our students. Through pupil voice interviews and SLT monitoring, we have observed that children can now clearly identify their achievements and articulate their next steps in learning. In-house CPD has focused on ensuring a clear teaching sequence that revisits prior learning, builds upon it, and provides ample practice opportunities in a safe environment. English subject leaders have delivered training on shared and guided writing, incorporating it into the teaching sequence to support struggling learners by providing appropriate support and scaffolding.

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

Staff Continuous Professional Development (CPD) has encompassed training in various areas to enhance our school's educational provision and align with our School Improvement Plan. These training sessions have included developing middle leaders, collaborating with a maths hub to foster maths mastery, consulting with an early years advisor to improve the early years curriculum, and partnering with an English Hub to strengthen early reading skills.

Attainment data for disadvantaged pupils will at least, be in line with non disadvantaged pupils for phonics in the Year 1 Phonics Screening Check.

The attainment data for disadvantaged pupils in our school was in line with that of their non-disadvantaged peers for phonics in the Year 1 Phonics Screening Check. This achievement was a result of our targeted interventions, which were closely monitored for their impact. We provided weekly staff training sessions to ensure that teachers were equipped with the most effective phonics teaching strategies. In addition, we provided access to an online training portal to further support teacher development in this area. Our subject leaders also played a crucial role in monitoring the progress of disadvantaged children in Key Stage 1 phonics. Their robust monitoring and support led to improved outcomes for these children, ensuring they were able to meet the expected standards in phonics.

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

The number of students who are persistently absent has halved over the last academic year. Attendance meetings for students with attendance below 90% have been a priority closely followed by children who are at risk of becoming persistently absent. There has been a positive correlation between Forest School sessions and increased attendance for those school days. Conversations surrounding attendance have taken place within classrooms more and teachers have taken a greater sense of accountability for the attendance of the children in their class (checking in with them and

discussing what they have to look forward to for the remainder of their week). Attendance newsletters have been shared with parents and carers to promote attendance in school.

Behavioural incidents involving non disadvantaged pupils will decline.

To support our students, we provided whole staff training on Therapeutic Thinking. This training equipped our teachers with the necessary knowledge and skills to create a nurturing and inclusive learning environment for all students. By implementing Therapeutic Thinking, our staff became more adept at addressing the individual needs of all pupils, which positively impacted their behaviour and overall engagement in the classroom.

While the implementation of these strategies resulted in a decline in behaviour incidents for disadvantaged children, it is important to note that they have not yet reached the same level as non-disadvantaged pupils.