

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Birchwood Primary
Number of pupils in school	451
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/26-2027/28
Date this statement was published	01/12/25
Date on which it will be reviewed	01/12/26
Statement authorised by	Neil Coleman
Pupil premium lead	Ella Webb
Governor / Trustee lead	Sue Hogben

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,509
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£101,509

## Part A: Pupil premium strategy plan

### Statement of intent

*As a school where children are central to all we do, we strive to provide 'rich opportunities and memorable experiences', so that all pupils develop a thirst for knowledge and become enthusiastic, independent learners. The performance gap between pupils from more and less advantaged backgrounds in England is one of the largest among OECD countries (OECD, 2014). Our ultimate aim is that no child is left behind socially, or academically because of disadvantage.*

*We have high aspirations for all of our pupils and focus on removing barriers to learning so that they can attain academic excellence, becoming highly literate, numerate and articulate. To achieve this, we provide the children with opportunities to build self-discipline, and a sense of pride and respect for themselves and others. Our curriculum is designed to support the children's development so that they are highly adaptable to change and equipped for life in a vastly sophisticated and technological society.*

*We prioritise quality teaching for all, ensuring both teachers and TAs have the necessary training and expertise to deliver highly effective teaching, interventions, provide feedback and monitor progress. Rigorous tracking, careful planning and targeted intervention are used to identify and support pupils. To address the barriers our children face, and thus provide all children the access and opportunities to enjoy academic success, every effort is made to understand every pupil as an individual so that provision can be tailored accordingly.*

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

Challenge number	Detail of challenge
Feeds into challenges listed below.	<p>Only 10% of neighbourhoods in England are more deprived than the local area (North Warwickshire 002C) in the deprivation domain of Education, Skills and Training. <a href="https://deprivation.communities.gov.uk/about-your-neighbourhood/E01031026?postcode=B781QU">https://deprivation.communities.gov.uk/about-your-neighbourhood/E01031026?postcode=B781QU</a></p> <p>This indicates likely barriers such as:</p> <ul style="list-style-type: none"> <li>• Lower levels of language, literacy and numeracy</li> <li>• Limited access to educational resources and enrichment</li> <li>• Reduced parental confidence in supporting learning</li> <li>• Narrower aspirations and cultural capital, reflecting low adult attainment and skills in the local area</li> </ul> <p>Observations from school confirm some, or all of these barriers are applicable for families within our school. These are more prominent for those in receipt of FSM.</p>

1	<p>Assessments &amp; observations indicate underdeveloped oral language skills and vocabulary gaps among many pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Disadvantaged pupils are three times more likely to require S&amp;L interventions than their peers.</p>
2	<p>With a higher number of barriers than their peers, not all are identified early enough or provision is not targeted enough for PP pupils to achieve a combined Read, Writing &amp; Maths outcome in line with their peers.</p>
3	<p>Observations from parental drop-in sessions, informal support meetings with the SENDCo &amp; teacher feedback from parents evenings, indicate the following is more true for PP-pupils with SEND than non-PP pupils with SEND:</p> <ul style="list-style-type: none"> <li>• Reduced parental confidence in supporting learning</li> <li>• Narrower aspirations</li> <li>• Limited access to educational resources and enrichment</li> </ul>
4	<p>Attendance data last year indicates that attendance among disadvantaged pupils is 2% lower than for non-disadvantaged pupils (reduced from 3.5% three years ago) and they were twice as likely to be persistently absent than non-PP pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Pupil premium children, particularly boys, are less able to access their year group curriculum without additional support.</p> <p>13% of non-PP pupils have SEND compared to 38% of PP pupils. 30% SEND pupils are PP despite PP pupils only making up 14% of the school population.</p> <p>Internal data shows 52% of PP boys have SEND compared to 25% of PP girls. This mirrors national data with 39.3% of pupils receiving SEN support being PP needs and almost 62% of pupils with SEND being boys.</p>

**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
Improved combined Reading, Writing & Maths attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that the disadvantaged pupils meeting the combined RWM expected standard is in line with peers.

Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Increased parental confidence in supporting learning & wider aspirations with increased access to educational resources and enrichment	<p>Feedback recorded within SEND parent forum minutes, Pre-Early support plans and from parents evening feedback show increased examples of confidence shared by parents.</p> <p>Increased participation of SEND- PP boys within after school clubs, sporting competitions, enrichment trips &amp; school responsibility roles.</p> <p>Increased access outside of school time to libraries, book swap events, educational on-line sites e.g. BBC Bitesize, White Rose 1-minute maths, STEM.org.uk, local nature &amp; art activities.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1% or less.</li> </ul> <p>The percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being in line with their peers.</p>
For Pupil Premium pupils, particularly boys, in EYFS & KS1 to make accelerated progress so that attainment gaps close by the end of KS1 and pupils have the knowledge and skills to successfully access the KS2 curriculum independently.	<p>The percentage of PP pupils requiring SEND support to reduce from 38% so this is more in line with non-PP peers which sits at 13%.</p> <p>Target of 25% or below by 2028.</p>

## 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: £40,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Maths, Reading and writing subject leads released by other teachers to deliver individual staff feedback from monitoring and learning walk activities, support progress meetings &amp; develop bespoke CPD based on collective needs of the school</i></p> <p><b>£16,380</b></p>	<p><u><i>Supporting the attainment of disadvantaged pupils: articulating success and good practice, Research report, November 2015</i></u> identified 7 key building blocks for success, including: Focus on high quality teaching first... develop skills and roles of teachers and TAs... They ensured TAs had the necessary training and expertise to deliver interventions, provide feedback and monitor progress... Have an individualised approach to addressing barriers to learning and emotional support, at an early stage... Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.</p> <p><u><i>EEF- Teaching &amp; Learning Toolkit:</i></u></p> <p><b>Early years interventions + 5 months:</b> Once early years provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years settings.</p> <p><b>Mastery learning +5 months:</b> There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.</p> <p><b>Digital technology + 5 months</b> when driven by learning and teaching goals, knowing how new technology supports pupils to work harder, for longer, or more efficiently, to improve their learning, also teachers need support and time to learn to use new technology effectively. This involves more than just learning how to use the hardware or software; training should also support teachers to understand how it can be used for learning.</p> <p><u><i>EEF: supporting communication &amp; language in the Early Years:</i></u> Evidence consistently shows when the educators use communication &amp; language approaches, they benefit young children's development. The EEFs EYFS toolkit estimates that communication &amp; language approaches can, on average, provide 7 months of additional approaches. Educators are recommended to use the full range of approaches to secure good progress.</p> <p><u><i>Research and analysis: Independent review of teachers' professional development in schools: phase 2 findings</i></u></p> <p><u><i>Updated 24 May 2024</i></u></p> <p>In schools with a strong teacher development offer, leaders provided staff with a variety of opportunities, both internally delivered and externally sourced. In doing so, they took account of their wider school context and staff's individual goals. These schools had formal systems in place for staff to undertake training, as well as informal mechanisms for them to learn from each other on the job.</p>	1, 2
<p><i>EYFS CPD to support pupils with SEND</i></p> <p><b>£2000</b> (S&amp;L training, phonemic awareness, maths fluency)</p>		1, 2, 5
<p><i>CPD for teachers-coaching approach through growing great people structure &amp; supported by assistant head coaching support</i></p> <p><b>£2,000</b></p>		1, 2
<p><i>SENDCo to deliver individual staff feedback from monitoring and learning walk activities &amp; develop bespoke CPD based on collective needs of the school</i></p> <p><b>£6,000</b></p>		1, 2, 5
<p><i>Identification of and CPD on Technology and other resources that support high-quality teaching, e.g software to support diagnostic assessment</i></p>		2, 5

<p>&amp; use of AI to support individualised resource generation. (Teach Mate AI, Talemo, GL assessment, WWN platform, Purple Mash)</p> <p><b>£3000</b></p>		
<p>TA / teacher cover &amp; additional days to complete CPD delivered to all staff. <b>£2000</b></p>		2
<p>Additional adult support in EYFS to close gaps and prevent disadvantage from compounding over time</p> <p><b>£8,750</b></p>		1, 2, 5

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

Budgeted cost: £30,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>WellCom language screen for all pupils new to school in EYFS or any other point of starting, followed by interventions to support any gaps identified.</p> <p>£4350</p>	<p><u><i>The unique child: tailoring personalised support in the early years (EEF 17<sup>th</sup> March 2025)</i></u></p> <p>On average, children who are socio-economically disadvantaged are more likely to have delayed development in key areas. For example, Law et al. (2017) highlight that disadvantaged children are at a higher risk of delayed language development, which can have long-term effects on their education and life outcomes. You can use Language Screen with children age three and upwards for accurate assessment of expressive vocabulary, listening comprehension, receptive vocabulary and sentence repetition.</p> <p>By identifying children with greater needs in their language development, you can accurately target them for more small-group or 1:1 opportunities for conversation. This extra support will help them to flourish.</p>	1, 2
<p>Keep up Interventions to close gaps identified / increase rate of progress from formative &amp; summative assessments at half term progress meetings as identified by SLT &amp; class teachers.</p> <p>In class feedback (TA to deliver or to support others whilst</p>	<p><u><i>Supporting the attainment of disadvantaged pupils: articulating success and good practice, Research report, November 2015</i></u> identified 7 key building blocks for success, including: Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well. They made every effort to understand every pupil as an individual and tailored their programmes accordingly</p> <p><u><i>EFF- Teaching &amp; Learning Toolkit</i></u></p> <p><b>Feedback +8 months</b> Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. Feedback studies tend to show very high effects on learning.</p>	2, 5

<p>teacher delivers) 1 hour per class per day = £10,640</p> <p>Structured interventions based on research used. (little Wandle keep up program, precision teaching, sentence construction using colourful semantics, £10.640</p>		
<p>Delivery of booster sessions before school in maths and English for identified children in KS2.</p> <p>£2000</p>	<p><u>Supporting the attainment of disadvantaged pupils: articulating success and good practice, Research report, November 2015</u> identified 7 key building blocks for success, including: Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.</p>	2
<p>School led small group tutoring 1:6 ratio by SLT teachers in Spring term and Early summer for Y6 pupils.</p> <p>£3000</p>	<p><u>Supporting the attainment of disadvantaged pupils: articulating success and good practice, Research report, November 2015</u> identified 7 key building blocks for success, including: Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.</p> <p><u>EEF- Teaching &amp; Learning Toolkit 2018</u></p> <p><b>One to one tuition +5, Small group tuition +4</b> Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average or 4 months when delivered as part of a small group.</p>	2

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

Budgeted cost: £30, 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly analysis of attendance data, identifying pupils at risk of not achieving 95% attendance or better, arranging support meetings / telephone conversations with parents to identify and overcome barriers led by attendance officer and attendance administrator.</p> <p>£2500</p>	<p>Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs, report published by the Department for Education 24 March 2016</p> <p><u>EEF Supporting School attendance January 2024</u></p> <p><i>Build a holistic understanding of pupils and families, and diagnose specific needs</i></p> <p>There is no one-size-fits-all approach to improving attendance. Knowing and understanding your pupils, their families, their influences, and their specific challenges can help you diagnose some of the underlying causes of absence and more clearly define the problem. It can also help to understand individual barriers to attendance and learning and help choose effective targeted approaches.</p>	4
<p>Targeted mentoring with Pupil premium champion for identified vulnerable or struggling children.</p> <p>£850</p>	<p>Supporting the attainment of disadvantaged pupils: articulating success and good practice, Research report, November 2015 identified 7 key building blocks for success, including: Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well. They made every effort to understand every pupil as an individual and tailored their programmes accordingly. Focus on outcomes for individual pupils rather than on providing strategies.</p> <p><u>EEF- Teaching &amp; Learning Toolkit 2018</u></p>	1, 2, 5

	<p><b>Social and Emotional learning +4 months</b> On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p><i>The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development. Consensus Statements of Evidence from the Council of Distinguished Scientists 2017</i> ...affirms the interconnectedness of social, emotional, and academic development as central to the learning process. The brief draws from brain science, medicine, economics, psychology, and education research to describe why it is essential to address the social, emotional, and cognitive dimensions of learning; how these dimensions together shape students' academic and life outcomes;</p>	
<ul style="list-style-type: none"> <li>- Specialist music tuition offered free for FSM and subsidised to PPP on a case by case basis.</li> <li>- Run specialist music afterschool clubs for children to attend (musical theatre, ukulele, keyboard, choir) actively encouraging PPP to join.</li> </ul> <p>£4000</p>	<p><u>EFF- Teaching &amp; Learning Toolkit 2018</u></p> <p><b>Arts participation +2 months</b> Overall, the impact of arts participation on academic learning appears to be positive ...Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners</p>	3
<ul style="list-style-type: none"> <li>- Fund afterschool clubs for children entitled to FSM.</li> <li>- Monitor the uptake of clubs by PPP by implementing a spreadsheet record</li> <li>- Target PPP in the summer term who have not yet participated in an extra-curricular activity.</li> </ul> <p>£500</p>	<p><u>EFF- Teaching &amp; Learning Toolkit 2018</u></p> <p><b>Sports participation +2 months</b> There have been a number of reviews linking the benefits of participation in sport with academic benefits</p>	3
<ul style="list-style-type: none"> <li>- Fund school trips for children entitled to FSM.</li> <li>- Fund/subsidise school trips for individual PPP on a case by case basis</li> <li>- Monitor school trips attended by FSM</li> </ul> <p>£2000</p>	<p>Ofsted back field trip education Ofsted (Office for Standards in Education) recognise and support educational field trips, stating: "Unengaged students in particular experience events and engage socially in new and positive ways; they will learn in the real world in a manner that is not possible in a classroom. <b>Ofsted's 2008 report 'How far should you go?'</b> concludes that well-planned out-of-classroom activities, which include trips, not only enhance pupils' learning, but can also re-engage those who are hard to motivate. This Ofsted report concluded that learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development.</p>	3
<ul style="list-style-type: none"> <li>- Fund swimming lessons for children entitled to FSM.</li> <li>- Subsidise swimming lessons for individual PPP on a case by case basis.</li> </ul> <p>£350</p>	<p><u>EFF- Teaching &amp; Learning Toolkit 2018</u></p> <p><b>Sports participation +2 months</b> There have been a number of reviews linking the benefits of participation in sport with academic benefits</p>	3
<p>Support purchase of uniform and PE Kit for individual PPP on a case by case basis.</p> <p>£500</p>	<p><u>EFF- Teaching &amp; Learning Toolkit 2018</u></p> <p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p>	3, 4
<ul style="list-style-type: none"> <li>- Provide families who claim FSM with personalised resource packs to support parental engagement with learning activities &amp; development of the child at home.</li> </ul> <p>£1,000</p>	<p><u>Improving the home learning environment A behaviour change approach November 2018</u> : A good quality HLE (Home learning Environment) can:</p> <ul style="list-style-type: none"> <li>• Moderate the effect of disadvantage<sup>18</sup> and offers partial protection against the effects of disadvantage, even into the teenage years<sup>19</sup>.</li> </ul>	3,

	• Moderate the impact of socioeconomic background on cognitive skills and socioemotional difficulties <sup>20</sup> .	
Pastoral support, providing one to one support for PP families including Pre / Early support interventions, Creation of profiles for each PP pupil to identify strengths, needs & record personalised support opportunities. <b>£19,000</b>	<u>EFF- Teaching &amp; Learning Toolkit 2018</u> <b>Parental engagement, +3 months.</b> We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop ...the involvement of parents in their children's learning activities; <b>and more intensive programmes for families in crisis.</b> ...parental engagement is consistently associated with pupils' success at school...	3, 4, 5

**Total budgeted cost: £101,505**

## 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 2025-26, 2026-27 & 2027-28 academic years.

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### 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	

### 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

