

# Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	453
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022/23-2024/25
Date this statement was published	1/12/24
Date on which it will be reviewed	1/11/25
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	£18,132 (LAC PP grant) + £87,776.33 (other PP grant)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£105,908.33
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# 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 main 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
1	<p>Observations and discussions with families and pupils indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of partial school closures during the COVID-19 pandemic, to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations.</p>
2	<p>Internal assessments from July 2022 indicate that in Year 3, Year 4 &amp; Year 5 maths, reading and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. The gap is 30% (Y3), 25% (Y4) &amp; 20% (Y5)</p>
3	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>100% of disadvantaged pupils were at least 6 months behind ARE when their baseline assessment was conducted in Reception in 2022. In Y1, Y2 &amp; Y3 disadvantaged pupils are more likely to still require language intervention than non-disadvantaged pupils..</p>
3	<p>Families of disadvantaged pupils are significantly more likely to be supported through pre-Early Help or Early Help referrals, and pupils more likely to be referred to CAMHS. The difficulties faced at home can negatively impact the development of disadvantaged pupils as learners.</p> <p>Teacher referrals for support remain relatively high. 13 pupils (7 of whom are disadvantaged) currently require additional support with social and emotional needs. 29.5% of pupils on the SEND register are disadvantaged even though they only make up 14.8% of the school population.</p>
4	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils was 3.25% lower than for non-disadvantaged pupils 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>Observations, and discussions with pupils &amp; families indicate a lack of enrichment opportunities: limited access to positive role models, access to resources that support home learning, involvement in clubs and perceptions of education particularly challenge and affect disadvantaged pupils.</p> <p>In 2021/22, disadvantaged pupils were less likely to attend after school clubs than non-disadvantaged pupils (disadvantaged pupils only made up 9% of pupils attending after school clubs despite making up 15% of the school population)</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 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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"><li>qualitative data from student voice, student and parent surveys and teacher observations</li><li>a reduction in the difference between disadvantaged and non-disadvantaged referrals to CAMHS or receiving in school interventions</li><li>an increase in participation in enrichment activities so that disadvantaged pupil numbers are in line with their peers.</li></ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"><li>the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 2% or less.</li></ul> The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being in line with their peers.

## 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: £44,355.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Appointment of Reading and writing subject leads to develop and deliver bespoke CPD</i> £4,808.50	<i>Supporting the attainment of disadvantaged pupils: articulating success and good practice, Research report, November 2015</i> 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.	1,2
<i>EYFS CPD to support pupils with SEND</i> £1226		1, 2, 3
<i>CPD for teachers-developing adaptive teaching strategies (through instructional delivery, team teaching &amp; coaching)</i> £11,850.93	<i>EFF- Teaching &amp; Learning Toolkit 2018</i> <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. <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.	1, 2, 3, 4
<i>CPD for subject leads in curriculum development, (including assessment, implementing planned changes, monitoring &amp; reviewing impact)</i> 12,348.18	<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.	1, 2, 3, 5
<i>TA / teacher cover &amp; additional days to complete CPD delivered to all staff, including subject leader development days.</i> £12,565.89	<i>EPI &amp; Wellcom CPD-Review 2020: The effects of high quality CPD on teachers and students.</i> Our review of the randomised controlled trials of professional development interventions conducted to date reveals a positive effect on student learning. This review therefore echoes other recent meta-analyses in identifying a positive effect for teacher professional development on student outcomes (Basma and Savage, 2017; Blank and de las Alas, 2009; Gersten et al., 2014; Kennedy, 2016; Kraft, Blazar and Hogan, 2018; Lynch et al., 2019; Yoon et al., 2007).	1, 2
<i>Computing CPD delivered to all staff- online safety &amp; cyber security</i> £1556.40		1, 5

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

Budgeted cost: £35,586.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
Keep up Interventions (little Wandle, precision teaching, zones of regulation, sentence construction- colourful semantics, consolidation / misconceptions addressed from taught lessons) delivered by class TA's £25,098.78	<p><i>Supporting the attainment of disadvantaged pupils: articulating success and good practice, Research report, November 2015</i> 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><i>EFF- Teaching &amp; Learning Toolkit 2018</i></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>	1, 2
TA2, TA3, UPS3 teacher & assistant headteacher to deliver booster sessions before school in maths and English for identified children in KS2. £6552	<p><i>Supporting the attainment of disadvantaged pupils: articulating success and good practice, Research report, November 2015</i> 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>	1, 2
School led tutoring 1:6 ratio by UPS3 / SLT teachers £3935.60	<p><i>Supporting the attainment of disadvantaged pupils: articulating success and good practice, Research report, November 2015</i> 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><i>EFF- Teaching &amp; Learning Toolkit 2018</i></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>	1, 2

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

Budgeted cost: £20,338.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
4 weekly analysis of attendance data, identifying pupils at risk of not achieving 95% attendance or better, arranging support meetings with parents to identify and overcome barriers led by attendance officer and attendance administrator. £3046.56	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	4
Targeted mentoring with Pupil premium champion for identified vulnerable or struggling children.	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	1, 2

£1,676	<p>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>EFF- Teaching &amp; Learning Toolkit 2018</u></p> <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><b>£3000</b></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>	5
<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><b>£500</b></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>	5
<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><b>£2000</b></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>	5
<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><b>£371.88</b></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>	5
<p>Support purchase of uniform and PE Kit for individual PPP on a case by case basis.</p> <p><b>£500</b></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, 5

<p>- Provide families who claim FSM with a resource pack to support parental engagement and holistic development of the child at home.</p> <p><b>£1,100</b></p>	<p><i>Improving the home learning environment A behaviour change approach November 2018</i>: 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> <li>• Moderate the impact of socioeconomic background on cognitive skills and socioemotional difficulties<sup>20</sup>.</li> </ul>	1, 2, 3, 5
<p>Pastoral support, providing one to one support for PP families including Early Help interventions, Deputy Designated Safeguarding role and Pupil Premium Champion (3 hours per week).</p> <p><b>£7469.11</b></p>	<p><i>EFF- Teaching &amp; Learning Toolkit 2018</i></p> <p><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...</p>	3, 4, 5
<p>Children are enrolled for the Letterbox Club by local authorities, schools and nurseries. Each child receives their own colourful parcel of books, maths games, stationery and other high quality materials once every month for six months, from May to October.</p> <p><b>£675</b></p>	<p><b>2021-22 Letter box club evaluation</b></p> <p>95% of children reported enjoying their packs. 92% said they used them at home. 66% reported reading more since receiving their packs.</p> <p><a href="https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/letterbox-club/schools/">https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/letterbox-club/schools/</a></p> <p>research link at bottom of impact</p>	1, 2, 3, 5

**Total budgeted cost: £100,280.83 (£5627.50 remaining)**

# 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 2022-3, 2023-4 & 2024-5 academic years.

### Academic achievement

We have analysed the performance of our school's disadvantaged pupils during the **2022/23** academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

For this Y6 cohort, the gap between PP & non-PP was 26% for children achieving their ELG. In Y3 & Y4 their education impacted by COVID. During this time, 2 pupils left the cohort (1 of which was PP) and 10 joined (2 of which were PP).

### KS2 data comparison to national figures for all pupils, (includes pre / post Covid figures)

National figure for children achieving ARE in reading, writing and maths 59%, down from 65% in 2018/19. For Birchwood this was 73%, up from 67%.

National figure for children achieving ARE in reading, 74%, up from 73% in 2018/19. For Birchwood this was 79%, up from 69%.

National figure for children achieving ARE in writing 69%, down from 79% in 2018/19. For Birchwood this was 79%, down from 89%.

National figure for children achieving ARE in VGPS 72%, down from 78% in 2018/19. For Birchwood this was 78%, down from 88%.

National figure for children achieving ARE maths 71%, down from 79% in 2018/19. For Birchwood this was 84%, down from 86%.

### KS2 data Comparison of PP and non-PP pupil data for pupils at Birchwood [and nationally](#)

At Birchwood, the Year 6 cohort consisted of 67 pupils, 8 of whom were PP.

Combined: 67% ([44%](#)) of PP pupils met the expected standard and 0% ([3%](#)) the higher standard compared to 73% ([66%](#)) & 7% ([10%](#)) respectively for non-PP pupils.

Reading: 67% ([60%](#)) of PP pupils met the expected standard and 0% ([17%](#)) the higher standard compared to 79% ([78%](#)) & 37% ([34%](#)) respectively for non-PP pupils.

Writing: 83% (58%) of PP pupils met the expected standard and 17% (7%) the higher standard compared to 82% (77%) & 32% (16%) respectively for non-PP pupils.

GPS: 100% (59%) of PP pupils met the expected standard and 33% (18%) the higher standard compared to 82% (78%) & 44% (35%) respectively for non-PP pupils.

Maths: 100% (59%) of PP pupils met the expected standard and 17% (14%) the higher standard compared to 85% (79%) & 26% (29%) respectively for non-PP pupils.

Progress scores from KS1 to KS2 for PP were: 1.7 (reading), 2.3 (writing) & 2.6 (maths). For non-PP the progress scores were, -0.4 (reading), 1.1 (writing) & 0.7 (maths).

### **Other year groups**

Year 2 Teacher assessments (60 children, 11 of which are PP) indicate that PP children achieve in line with peers or better in all areas.

Reading: 80% of PP pupils met the expected standard and 20% the higher standard compared to 74% & 23% respectively for non-PP pupils.

Writing: 70% of PP pupils met the expected standard and 0% the higher standard compared to 70% & 8% respectively for non-PP pupils.

Maths: 90% of PP pupils met the expected standard and 40% the higher standard compared to 81% & 22% respectively for non-PP pupils.

In Year 1, (60 pupils, 9 of which are PP) 95% of all pupils, and 100% of PP pupils at Birchwood passed their phonic screening check.

In EYFS, (60 pupils, 7 of which are PP) 75% of all pupils achieved a good level of development, for disadvantaged pupils this was 14%.

### **2023-24**

We have analysed the performance of our school's disadvantaged pupils during the **2023/24** academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

For this Y6 cohort, the gap between PP & non-PP was 41% for children achieving their ELG. In Y2 & Y3 their education impacted by COVID. During this time, 3 pupils left (2 of which were PP) and 9 joined (5 of which were PP)

### **KS2 data comparison to national figures for all pupils,**

National figure for children achieving ARE in reading, writing and maths 61% and 8% for above expected. For Birchwood this was 71% and 12% respectively.

National figure for children achieving ARE in reading, 74% and 28% for above expected. For Birchwood this was 80% and 33% respectively.

National figure for children achieving ARE in writing 72% and 13% for above expected. For Birchwood this was 83% and 26% respectively.

National figure for children achieving ARE in VGPS 72% and 32% for above expected. For Birchwood this was 80% and 35% respectively.

National figure for children achieving ARE maths 73% and 24% for above expected. For Birchwood this was 79% and 24% respectively.

### **KS2 data Comparison of PP and non-PP pupil data for pupils at Birchwood and nationally**

At Birchwood, the Year 6 cohort consisted of 66 pupils, 14 of whom were PP.

Combined: 50% (45%) of PP pupils met the expected standard and 14% (3%) the higher standard compared to 83% (67%) & 12% (10%) respectively for non-PP pupils.

Reading: 71% (62%) of PP pupils met the expected standard and 21% (?) the higher standard compared to 83% (79%) & 36% (?) respectively for non-PP pupils.

Writing: 64% (58%) of PP pupils met the expected standard and 21% (?) the higher standard compared to 88% (78%) & 27% (?) respectively for non-PP pupils.

GPS: 71% (?) of PP pupils met the expected standard and 21% (?) the higher standard compared to 83% (?) & 38% (?) respectively for non-PP pupils.

Maths: 64% (59%) of PP pupils met the expected standard and 21% (?) the higher standard compared to 83% (79%) & 30% (?) respectively for non-PP pupils.

### **2024-25**

We have analysed the performance of our school's disadvantaged pupils during the **2024/25** academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

For this Y6 cohort, the gap between PP & non-PP was 41% for children achieving their ELG. In Y1 & Y2 their education impacted by COVID. During this time, 8 pupils joined (3 of which were PP)

### **KS2 data comparison to national figures for all pupils,**

National figure for children achieving ARE in reading, writing and maths 62% and TBC% for above expected. For Birchwood this was 68% and 15% respectively.

National figure for children achieving ARE in reading, 75% and TBC% for above expected. For Birchwood this was 74% and 34% respectively.

National figure for children achieving ARE in writing 72% and TBC% for above expected. For Birchwood this was 87% and 25% respectively.

National figure for children achieving ARE in VGPS 73% and TBC% for above expected. For Birchwood this was 81% and 32% respectively.

National figure for children achieving ARE maths 74% and TBC% for above expected. For Birchwood this was 78% and 18% respectively.

### **KS2 data Comparison of PP and non-PP pupil data for pupils at Birchwood [and nationally](#)**

At Birchwood, the Year 6 cohort consisted of 68 pupils, 12 of whom were PP.

Combined: 50% (47%) of PP pupils met the expected standard and 0% (4%) the higher standard compared to 74% (69%) & 9% (11%) respectively for non-PP pupils.

Reading: 50% (58%) of PP pupils met the expected standard and 0% (?) the higher standard compared to 77% (76%) & 36% (?) respectively for non-PP pupils.

Writing: 75% (53%) of PP pupils met the expected standard and 0% (?) the higher standard compared to 89% (80%) & 28% (?) respectively for non-PP pupils.

GPS: 75% (63.5%) of PP pupils met the expected standard and 0% (?) the higher standard compared to 82% (82%) & 39% (?) respectively for non-PP pupils.

Maths: 75% (54) of PP pupils met the expected standard and 0% (?) the higher standard compared to 79% (74%) & 21% (?) respectively for non-PP pupils.

### **Other year groups**

#### **2022-23**

Year 2 Teacher assessments (60 children, 11 of which are PP) indicate that PP children achieve in line with peers or better in all areas.

Reading: 80% of PP pupils met the expected standard and 20% the higher standard compared to 74% & 23% respectively for non-PP pupils.

Writing: 70% of PP pupils met the expected standard and 0% the higher standard compared to 70% & 8% respectively for non-PP pupils.

Maths: 90% of PP pupils met the expected standard and 40% the higher standard compared to 81% & 22% respectively for non-PP pupils.

In Year 1,(60 pupils, 9 of which are PP) 95% of all pupils, and 100% of PP pupils at Birchwood passed their phonic screening check.

In EYFS, (60 pupils, 7 of which are PP) 75% of all pupils achieved a good level of development, for disadvantaged pupils this was 14%.

## **2023-24**

Year 2 Teacher assessments (60 children, 9 of which are PP- 3 of whom have an EHCP or are under assessment).

Reading: 78% of PP pupils met the expected standard and 0% the higher standard compared to 80% & 23% respectively for non-PP pupils.

Writing: 78% of PP pupils met the expected standard and 0% the higher standard compared to 78% & 18% respectively for non-PP pupils.

Maths: 78% of PP pupils met the expected standard and 0% the higher standard compared to 83% & 24% respectively for non-PP pupils.

In Year 1,(60 pupils, 7 of which are PP) 92% of all pupils, and 67% of PP pupils at Birchwood passed their phonic screening check.

In EYFS, (60 pupils, 6 of which are PP- 2 of whom have EHCPs and a 3<sup>rd</sup> has external agency SEND involvement) 82% of all pupils achieved a good level of development, for disadvantaged pupils this was 50%.

## **2024-25**

Year 2 Teacher assessments (60 children, 7 of which are PP- 2 of whom have an EHCP & 1 pupil under assessment). The school no longer takes part in SAT for Y2.

Reading: 71% of PP pupils are judged to be at the expected standard

Writing: 57% of PP pupils are judged to be at the expected standard

Maths: 71% of PP pupils are judged to be at the expected standard

In Year 1,(60 pupils, 8 of which are PP- 2 with EHCPs & 1 under assessment) 93% of all pupils, and 50% of PP pupils at Birchwood passed their phonic screening check.

In EYFS, (61 pupils, 7 of which are PP- 4 of whom have EHCPs and a 2 have external agency SEND involvement looking to apply for EAHCP within Y1) 74% of all pupils achieved a good level of development, for disadvantaged pupils this was 14%.

### **Enrichment opportunities**

#### **2022-23**

Take up of clubs is high and around 75% of our children have attended at least one club in the last two years. 50 clubs have been delivered in 2022-23: 28 for a half term, 18 for a full term, 4 for the year. These have been attended by 714 pupils\* of which 95 are disadvantaged (13.3%) which is higher than last year (9.5%) but not yet in line with the 15.7% of disadvantaged pupils in school. \*pupils have been counted more than once where they have attended more than one club.

40 disadvantaged pupils have been financially supported to attend educational trips and visits to places such as Birmingham Botanical gardens, The Black Country Living Museum, West-Midlands safari parks, Christmas Pantos etc. 81 (16 disadvantaged) pupils have accessed music lessons either as part of a group or as a 1:1 session.

59 out of 63 pupil premium packs were collected by parents. Parents gave an average of 5/5 stars for the packs supporting home learning and encouraging joint activities at home between different family members such as games, creative or mindfulness activities? Parents gave an average of 4/5 stars for the packs supporting maths learning and the love of reading at home. *“We really enjoyed the resource pack and M loved finding everything inside. I think it is a fantastic use of pupil premium funding that impacts the child directly. I imagine it is an absolute wonder to children who may not have these resources already at home and receiving it is a lovely thing for all the children. Well done Birchwood!”*

#### **2023-24**

	Children with SEND accessing clubs out of 65*	PP Children accessing clubs out of 62*	Children with SEND accessing sporting competitions out of 65**	PP Children accessing sporting competitions out of 62**
Number / percentage of children who participated once	<b>40 [67%]</b> (274/392 70% across school <i>(SEND up from 21% in 2022-3)</i>	<b>39 [63%]</b> (274/392 70% across school, PP up from 49% in 2022-3)	<b>27 [41.5%]</b> (189/332 57% across school)	<b>31 [50%]</b> (189/332 57% across school)
Number / percentage of children who participated in more than once	<b>30 [46%]</b> (196/392 50% across school)	<b>26 [42%]</b> (196/392 50% across school)	<b>12 [18.5%]</b> (125/332 38% across school)	<b>19 [30.6%]</b> (125/332 38% across school)
Number of places taken up	<b>137</b> (up from 48 in 2022-23)	<b>114</b> (up from 101)	<b>45</b>	<b>70</b>

There were 37 visits last year that were attended by PP & SEND pupils, (1 child did not attend 1 of his trips by choice, despite school support being offered to the family).

School supported 59/68 pupils with attending these financially (up from 2022-23 44/66)

7 pupils assisted to attend via enhanced support following SENDCo and class teacher consultations with the family.

### 2024-5

	Children with SEND accessing clubs out of 65*	PP Children accessing clubs out of 57*	Children with SEND accessing sporting competitions out of 65**	PP Children accessing sporting competitions out of 57**
Number / percentage of children who participated once	<b>50 [77%]</b> (296/392 76% across school <b>(SEND up from 21% in 2022-3 &amp; 67 % in 2023-4)</b>	<b>44 [77%]</b> (296/392 76% across school, <b>PP up from 49% in 2022-3 &amp; 63 % in 2023-4)</b>	<b>14 [22%]</b> (178/392 45% across school)	<b>24 [42%]</b> (178/392 45% across school)
Number / percentage of children who participated in more than once	<b>29 [45%]</b> (169/392 43% across school)	<b>25 [44%]</b> (169/392 43% across school)	<b>10 [15%]</b> (106/392 27% across school)	<b>14 [25%]</b> (178/392 45% across school)

### Wellbeing- 2022-25

Our observations, assessments and referral records demonstrated that pupil behaviour improved year on year across all pupil groups, including PP. Initially, in 2022-24, challenges in relation to wellbeing and mental health remained significantly higher than before the pandemic. The impact on disadvantaged pupils had been particularly acute, with both PP pupils and their parents remaining twice as likely to require SEMH intervention support in school, referral to services or support via Early help. However, in the year 2024-5, referrals for both Early support and mental health for disadvantaged families are more in line with those not known to be disadvantaged.

### Attendance

In 2022 attendance rates were as follows: FSM 91.93, non- FSM 95.16. This equates to a difference of 3.23% (6.14 days more of absence)

In 2023 attendance rates were as follows: FSM 93.81, non- FSM 96.36. This equates to a difference of 2.55% (4.85 days more of absence)

In 2024 attendance rates were as follows: FSM 93.46, non- FSM 96.52. This equates to a difference of 3.06% (5.80 days more of absence)

In 2025 attendance rates were as follows: FSM 94.68, non- FSM 96.72. This equates to a difference of 2.04% (3.88 days more of absence)

National attendance for FSM pupils in primary school 2022-23: 91.5%, overall attendance 94.6%. For Birchwood this was 93.1% and 95.1% respectively. Nationally, 16.2% all primary pupils were persistently absent & 0.7% severely absent, with FSM pupils typically having absence rates three times higher than their peers. For Birchwood, 8.2% of pupils were persistently absent and 0% severely absent.

National attendance for FSM pupils in primary school 2023-24: TBC%, overall attendance 94.5%. For Birchwood this was 93.4% and 96.1% respectively. Nationally, 14.6% all primary pupils were persistently absent and 0.9% severely absent, with FSM pupils typically having absence rates three times higher than their peers. For Birchwood, 7.9% of pupils were persistently absent and 0% severely absent.

National attendance for FSM pupils in primary school 2024-25: TBC%, overall attendance 94.84%. For Birchwood this was 94.68% and 96.4% respectively. Nationally, TBC% all primary pupils were persistently absent and TBC% severely absent, with FSM pupils typically having absence rates three times higher than their peers. For Birchwood, 7.5% of pupils were persistently absent and 0% severely absent.

### **Review of the strategic plan**

Targets in all areas have been fully or mostly met, with outcomes for disadvantaged pupils being notably high than national averages for academic attainment, attendance and engagement. The gaps identified in school between FSM and non-FSM have also closed in all areas although small gaps remain in reading at KS2 and attendance. These will be targeted within the next planning cycle.

## **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*

<b>Programme</b>	<b>Provider</b>

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)