

Pupil premium strategy statement – Birklands Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	34% (105/309)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 – 2026/27
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Vanessa Farr
Pupil premium lead	Jess Henderson
Governor / Trustee lead	Andrew Street

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,500.00
Recovery premium funding allocation this academic year	£14,500.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£160,000.00

Part A: Pupil premium strategy plan

Statement of intent

The majority of Birklands Primary School's catchment live in areas classed as being one of the 10% most deprived area in England (based on IMD rankings).

Research indicates that common barriers for learning for disadvantaged children can be: poor language and communications skills, lack of confidence and low self-esteem, low literacy and numeracy skills, less support at home, attendance and punctuality issues, complex behavioural issues. Alongside this there may be more complex family situations that prevent children from flourishing.

All teaching staff at Birklands are involved in the analysis of data and have an awareness of those in receipt of additional funding via the pupil premium strategy.

Our key principles when implementing this strategy are:

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to at least meet nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSEs in English and Maths.

Achieving these Objectives:

- Employ an additional teaching assistant within key stage one.

- Deploy teaching assistants to year groups with higher percentage of pupil premium children improving opportunities for effective teaching and accelerating progress.
- Allocate a 'Catch Up' Teacher to upper key stage 2 - providing small group work with an experienced teacher focussed on overcoming gaps in learning.
- 1-1 support via the catch-up teacher or identified teaching assistant.
- Access to ELSA and/or Peace of Mind counselling.
- Pay for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Access professional music tuition as part of the curriculum.
- Fund those who wish to access 1:1 music tuition.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Birklands values and thus enhance learning.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment of phonics in KS1.
2	Low attainment on entry to EYFS in all areas.
3	Parental engagement.
4	Attendance rates for pupils eligible for PP are below non-PP children. This reduces their school hours and causes them to fall behind on average.
5	Progress and engagement of PP is not maintained in KS2, due to lack of aspiration.
6	High ability pupils who are eligible for PP are making less progress than other high ability pupils across school.
7	Access to high achieving role models and positive role models within the community result in low aspiration.
8	Poor self-esteem and low confidence.

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
Improve Literacy and numeracy attainment in EYFS and Year 1.	Reading fluency improves. Gap between PP and non-PP decreases. Percentage attaining ARE or greater increases. Phonics attainment increases.
PP pupils' attainment in maths accelerates.	Gap between PP and non-PP decreases. Percentage attaining ARE or greater increases.
PP pupils' attainment in writing accelerates.	Gap between PP and non-PP decreases. Percentage attaining ARE or greater increases.
PP pupils' phonetical application accelerates.	PP outcomes in the PSC is in-line with national outcomes.
Improved self-esteem, emotional regulation and confidence for PP pupils.	PP pupils display the same confidence and positive approach to learning as non-PP. PP pupils are able to express feelings/emotions with greater clarity.
Access to all educational opportunities.	All children access visits, activities, residentials and music tuition if they wish.
Attendance for PP increases.	PP and non PP attendance figures do not differ.

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: £ [91,216.00]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant working in identified year groups, focusing on PP and phonics £28,323.00	Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	1, 2

<p>Two additional teaching assistants -one in F2 and one Key Stage One teaching assistant</p> <p>£33,250.00</p>	<p>On entry to F2, most children have low Language and Communication skills – 90% of disadvantaged children are working below ARE.</p> <p>Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' F2 children have.</p> <p>On entry to F1 PSED attainment is low and although accelerates this is not significant enough to close the gap by the start of F2 Poor communication and language skills hinders phonetical application and therefore forms a barrier to reading fluency. Low numeracy skills on entry to F1 hinders progress.</p>	1,2
<p>Teaching assistant working in identified year group, focusing on PP</p> <p>£28,323.00</p>	<p>Current Y3/4 class has over 40% . They had a very disruptive KS1 journey and have many knowledge gaps in Maths, reading, spelling and writing.</p>	1, 2, 5
<p>Staff CPD</p> <p>£2,320.00</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during CPD sessions and coaching opportunities. We are part of the EAST Midlands Maths Hub and are participating in the on-going mastery programme, as well as the mastering number programme for F2 and KS1</p>	1,2,3,5

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

Budgeted cost: £ 41,181.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Catch-up teacher to work across upper key stage 2 full-time</p> <p>£30,750.00</p>	<p>The 'headline' attainment measure at the end of KS1 and KS2 (percentage of children achieving at least the expected standard in Reading, Writing & Maths) could indicate that COVID-related disruption has had a considerable impact on outcomes, especially</p>	5,6

	in 2021. Current Y6 children last had a 'normal year' in Y3. Significant gaps in learning have occurred due to the amount of 'new knowledge' in the maths and English curriculum not taught face-to-face during Y4 then interrupted again in Y5.	
Phonics catch up £3,100.00	Key Stage 1 data indicates attainment and progress in phonics is below previous years.	1, 2
Online resources and programmes eg LEXIA, TT Rockstars, SATs companion £4,151.00	Reading and maths attainment is below that of previous years. Baseline data across KS2 indicates lack of fluency in reading and low recall of key number facts. Those attaining the words read per minute has decreased from previous years' baselines. These programmes/apps can be accessed in school and at home.	1,2,5,6
Release time for parent workshops phonics, early reading and early maths £2,180.00	Parental involvement can have an effect size of 0.45. Parents have not had the opportunity to full understand the school's approach to phonics, reading and maths and so have not engaged. Lack of aspiration and parental understanding of 'age-related creates low aspiration and a barrier to progress across all disadvantaged groups.	1,2,3

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

Budgeted cost: £ 27,603.00

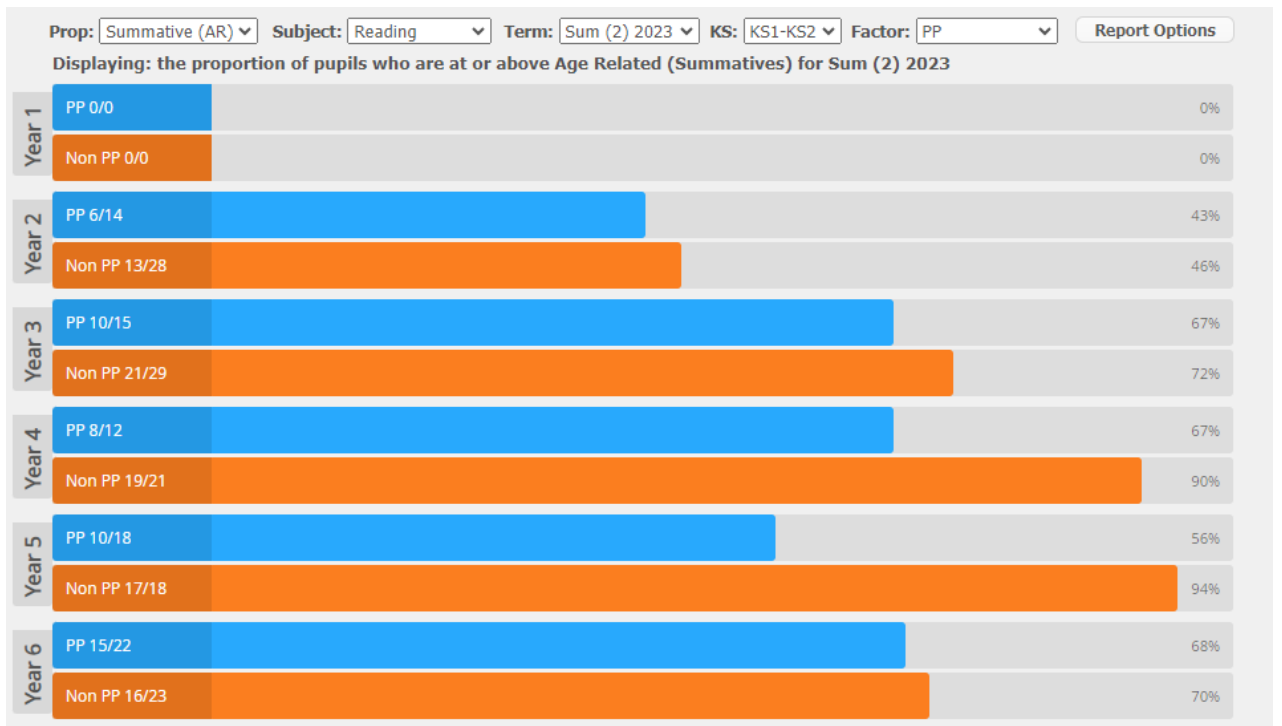
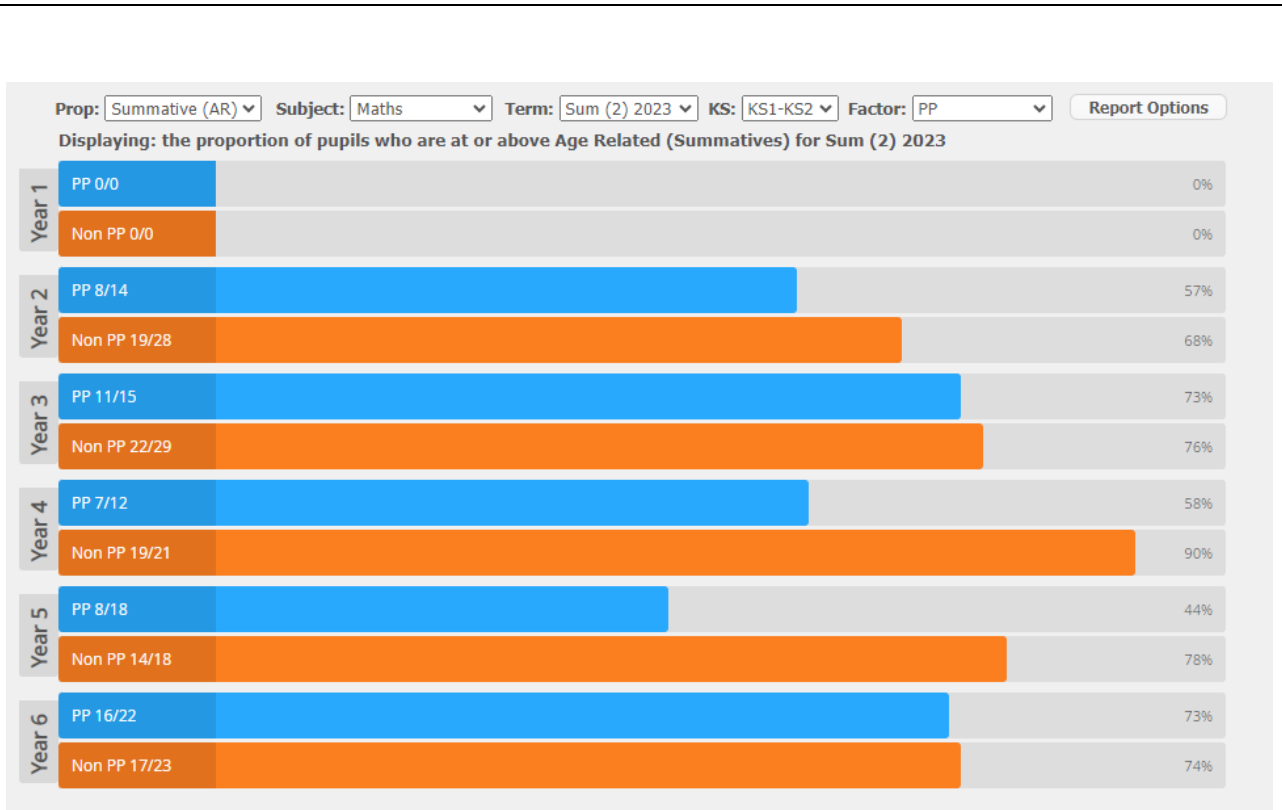
Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA and sessions £5,220.00 Peace of Mind counselling £6,045.00	Low aspiration and lack of confidence leads to lower engagement. A 'I can't' barrier is formed. Disadvantaged pupils often have a chaotic home and this impacts on their ability to focus and learn. Their chaotic families can lead to behaviour issues and lack of ability to regulate emotions or process situations they have been exposed to.	4,7,8
Positive Role model sessions	Many disadvantaged pupils lack access to a positive role model beyond that of in-school.	4,7,8

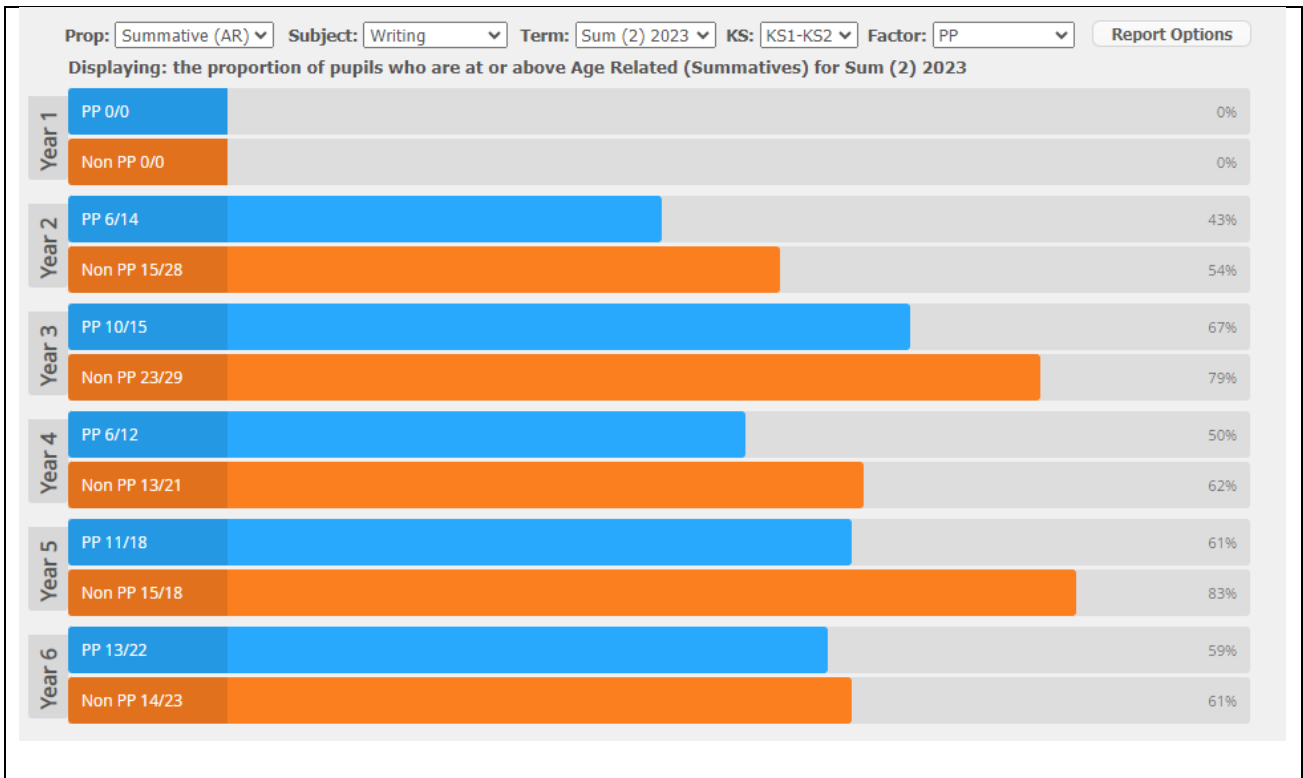
£5,350.00	Within the community there is an organisation created by locals that shows why positive choices can make a difference.	
Magic breakfast providing every child with a free breakfast at the start of the day. £5,130.00	Hunger affect concentration. During COVID Birklands were able opt provide all PP and FSM families with aa breakfast pack. Access to breakfast will continue, as the school now contributes to this programme.	4,8
Educational visits support. £2,500.00 Music tuition £3,500.00	For many of our pupils the only time they have out of their community is through educational visits or residential. It is essential for their own wellbeing and aspiration that they have opportunities beyond the local community. All visits are linked to the curriculum. Every child has the right to learn to play an instrument	4,5,7,8
Support with uniform £1,500.00	No child should feel stigma due to not being able to wear the correct uniform.	8
Attendance monitoring £3,578.00	The school accesses the Secondary School Attendance officer. Governors appreciate the amount of time perusing improvement in attendance takes via phone calls, home visits, letters, meeting. These are currently all done via the SBM and/or HoS	4,5,7,8

Total budgeted cost: £ 160,000.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils





Externally provided programmes

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

Programme	Provider
LEXIA- reading intervention	
TT Rockstars	
ELSA	
Positive Role Models	Sports4Kidz

Service pupil premium funding (optional)

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

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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