

## Pupil premium strategy statement

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	Birchfield Primary School
Number of pupils in school	680 including Nursery
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23
Date this statement was published	September 22
Date on which it will be reviewed	July 23
Statement authorised by	M Douglas
Pupil premium lead	Z Thewlis
Governor / Trustee lead	K Brookes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£267,305.00
Recovery premium funding allocation this academic year	£27,985.00
Pupil premium funding or Recovery Premium carried forward from previous years (enter £0 if not applicable)	£7010.98
<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	£304,757.98

# Part A: Pupil premium strategy plan

## Statement of intent

At Birchfield we aim to provide equal opportunity for all pupils to achieve and learn well. In order to support the needs of our pupils including those who may be disadvantaged, we aim to address barriers to learning: pastoral, social and academic, in order to support our pupils to achieve and develop well. Pupil premium funding enables us to provide additional educational support to improve progress and raise the attainment of pupils in receipt of pupil premium as well as narrowing any gaps between these pupils and those who are not in receipt of pupil premium funding. Pupil premium funding also enables the school to address wider issues that may be a barrier to academic achievement for example, through the use of pastoral support. We also recognise that not all pupils receiving pupil premium funding face the same levels of disadvantage and that many pupils who experience disadvantage are not in receipt of pupil premium funding. There are a number of other, additional ways in which the school may identify a child as being disadvantaged or in need of additional support in their social, pastoral or academic school life and the school takes seriously its duty of care to all pupils where this may apply. Strategies to support pupils are adopted at a whole school level and targeted as needed for classes, groups and individuals.

## Challenges

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

Challenge number	Detail of challenge
1	There are children that require additional educational support in their learning, particularly in the first instance, in the core subjects to move towards or to stay on track to achieve ARE.
2	The school has a number of teachers who are new to the profession, as well as less experienced teachers who will receive support from more experienced colleagues.
3	There are a high number of children facing additional barriers to their learning. Demand for mentoring is high. A greater number of families

	are facing financial hardship which has worsened over the last few years. Parents, as well as children, are increasingly reliant on school for high levels of pastoral support. Safeguarding and child protection concerns are high
4	Attendance was affected by the pandemic. It has recovered significantly but there is still further work to do, particularly with those with persistent absence and/or lateness.
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## 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
To continue to improve outcomes against ARE in all year groups in R, W and M	Increased ARE, or more children on track for pupils and disadvantaged pupils. Pupils are making good progress from starting points.
To ensure that there are no significant gaps between disadvantaged and other pupil groups in Phonics, KS1 and KS2 outcomes	There are no significant gaps between pupil groups in Phonics, KS1 and KS2 outcomes
To maintain attendance at national average and work to improve rates of persistent absence	Attendance is at National Average. Attendance of disadvantaged pupils is improved and in line with all pupils Robust systems track and improve persistent absence. Parent communication is effective.

## 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: £ 110,112.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop the practise of ECTS/less experienced teachers and staff	EEF – teacher feedback to improve pupil learning	1,2
To ensure high quality first teaching in Reading, Phonics, Writing and Mathematics	(EEF – preparing for Literacy) (EEF – Reading Comprehension strategies) (EEF - Mathematics EYFS, Y1 and Y2 – developing practitioners’ understanding of how children learn Maths; integrate Maths throughout the day)	1,2
To ensure a well-planned and challenging core and non-core curriculum is delivered in such a way as to support progress and attainment for all pupils, including disadvantaged.	(Creating a culturally rich curriculum)	1,2

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

Budgeted cost: £ 142,973.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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To provide targeted interventions and additional support for identified children in R, Ph, W and M	(EEF – Guide to Pupil Premium) (EEF – Making the best of teaching assistants)	1,2
To ensure the delivery of high-quality interventions including pre and post tutoring.	(EEF – Guide to Pupil Premium)	1,2
To provide the related resources and materials which will enable children to retain, recall and practise their learning	(EEF – Guide to Pupil Premium)	1,2

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

Budgeted cost: £ 38,403.27

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
To provide mentoring and pastoral support. To develop effective learning behaviours in pupils and overcome barriers to learning. To ensure staff are trained well.	(EEF – Improving behaviour in schools) School use of Leuven scales and behaviour data	3
To ensure that attendance continues to improve and that persistent absence is addressed so that it decreases.	(EEF – Working with parents to support learning)	3,4
To minimise the frequency of lateness to schools for pupils	(EEF – Working with parents to support learning)	3,4

including those disadvantaged pupils.		
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**Total budgeted cost: £ 291,488.75**

## 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 2021 to 2022 academic year.

*Pupils attained well in 2021/22 from their starting points. National data at the end of the year in KS2 was as follows:*

*R: 80% M: 85% W: 75% GPS: 81%. Combined: 68%.*

*In addition to this, a number of children achieved GD in each area. Birchfield exceeded National figures. Disadvantaged children achieved well, results being broadly in line in all areas between the groups.*

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

**Further information (optional)**

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