



Pupil premium strategy statement 2022-23

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Birch Hill Primary School
Number of pupils in school	402 (including 26 Nursery children)
Proportion (%) of pupil premium eligible pupils	52 children 12.94%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2024/2026
Date this statement was published	31 st December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Michael Dillon – Headteacher
Pupil premium lead	Karen Cameron – Deputy Head
Governor / Trustee lead	Joey Gurney – PPG lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73710
Recovery premium funding allocation this academic year	£6271
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£79981

Part A: Pupil premium strategy plan

Statement of intent

At Birch Hill we believe all children should make good progress and achieve high attainment across all subject areas.

The LEARN aspect of our MOTTO emphasis's the belief that academic achievement is essential as this offers life opportunities - it opens doors to potential future careers and a sustainable existence in our society. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

The BELIEVE aspect of our MOTTO emphasises the importance of giving children the self-confidence and belief in themselves. We want all children to have the experiences that might be outside of their current life experiences. We aim to provide 'aspiration-linked' opportunities and in enabling our children to be able to access further possibilities in their futures.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

Our Pupil Premium funding strategy is focused on both 'soft' and 'hard' outcomes – pupil achievement ('hard') and confidence and self-esteem ('soft') – we believe both outcome have an positive impact on children's lives. We use it to support learning in terms of the provision of additional interventions and basic skills support (Phonics, Reading, Writing, Oracy and Mathematics), to give access to clubs and activities and to provide a wider range of learning experiences in different contexts.

High-quality teaching is also at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is responsive to challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Pupil Premium funding is also used to fund additional pastoral support and care for our most vulnerable learners. Examples of these are our Play therapy, ELSA and Nurture provisions which helps us provide an emotionally safe place for children to in turn to be able to access learning opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional, Mental Health (SEMH) difficulties for a small number of children across the school (mostly eligible for PPG) are having a detrimental impact on their academic attainment and progress
2	Oral language skills, Speaking & Listening, Vocabulary and Reading speed skills across the whole school is lower for children eligible for PPG than for other children. This impacts on their basic skills.
3	Basis skills (phonics, spelling, SpaG, reading, multiplication) are lower for children eligible for PPG than other children. This has an impact to form basis sentence structure and written work.
4	Enrichment and broader experiences of children entitled to PPG is more limited when compared to other groups.
5	We are currently have 52 children entitled. Attendance for PPG children - 91% and Non-PPG - 93%

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
Social, Emotional, Mental Health (SEMH) difficulties for a small number of children across the school (mostly eligible for PPG) are having a detrimental impact on their academic attainment and progress	Fewer Serious Behaviour incidents recorded for these children on the school system. Fewer exclusions.

	<p>Increased progress to help close the academic gap Alternative Provision (KS1/ Nurture for PM established. KS2 /Drop-Ins).</p> <p>Also further explore opportunities with external providers – AltProv, BM Active and JAC</p>
<p>Oral language skills, Speaking & Listening, Vocabulary and Reading speed skills across the whole school is lower for children eligible for PPG than for other children. This impacts on their basic skills.</p>	<p>Children eligible for PPG in Early Years classes make rapid progress by the end of the year so that all children eligible for PPG meet age related expectations.</p> <p>4th year of Voice21 project completed – teachers embedding practice.</p> <p>Explore other Speech & Language programmes and interventions.</p>
<p>Basis skills (phonics, spelling, SpaG, reading, multiplication) are lower for children eligible for PPG than other children. This has an impact to form basis sentence structure and written work.</p>	<p>Close the gap between children eligible for PPG and ‘others’ in their attainment gap – with a particular focus on GPS, Reading Speed and Reading Age (and where used NFER Standardised Score) EYFS/KS1 Reading provision reviewed and Action Plan set up</p>
<p>Enrichment and broader experiences of children entitled to PPG is more limited when compared to other groups.</p>	<p>Where needed, offer subsidy to school trips. Where possible, offer children access to breakfast & afternoon club(s).</p>
<p>Ensure attendance rates for children eligible for PPG is higher</p>	<p>Reduce the number of persistent absentees (PA) among children eligible for PPG to 10% or below. Overall PPG attendance improves to 96% in line with ‘other’ children.</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 (CPD, recruitment and retention)

Budgeted cost: Courses fees - £2000 Course Supply & Overtime £2000 TAs £34,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved oral language skills in EYFS/Reception and into KS1</p>	<p>Staff training on high quality feedback Staff training on developing oracy for the high attaining children in EYFS and reception Y1 from EYFS/Reception SLE. (Voice21) Deliver Voice21(CPD) Accurate assessments for Speaking & Listening to identify gaps.</p> <p>We want to invest some of the PPG in longer term change which will help all children. Many different evidence sources, e.g. EEF Toolkit suggest high quality 'more immediate' feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Feedback studies tend to show very high effects on learning.</p> <p>However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups.</p> <p>Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science. Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Voice21 project is well evidence and researched with Neil Mercer</p>	<p>2,3</p>

	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Improve outcomes (Attainment & Progress) in SpaG and Reading Age (RA) for children eligible PPG across the school</p>	<p>Staff training on QfT, including differentiation and a focus on 'basic' (reading comprehension, reading speed, SpaG, number and fluency work)</p> <p>Training for interventions has informed approach in school White Rose Hub & Mastery Maths (Mobius Maths Hub)</p> <p>Ensure all teachers are using Talk for Writing strategies – especially new teachers/NQTs (Pie Corbet)</p> <p>Continue to provide Floppy Phonics</p> <p>Review Reading Provision and Strategies in EYFS/KS1</p> <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2,3

<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2,3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: Above TA, plus SLT monitoring £18221, SENDco - £30785

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved oral language skills in reception</p>	<p>1:1 and small group provision for children in Reception.</p> <p>Explore Speech & Language interventions/ strategies – ‘Top Tips’ & Talk for Writing</p> <p>Some of the children need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. EEF Toolkit – Oral Language Intervention +5</p>	<p>2,3</p>
<p>Improve outcomes (Attainment & Progress) in SpaG and Reading Age (RA) for children eligible for PPG across the school</p>	<p>Weekly small group sessions in Rd, SpaG, & Maths for low-attaining children with experienced TA/ teacher, in addition to standard lessons.</p> <p>Provide additional resources – No Nonsense Spelling & Grammar plus training for TAs in ‘multisensory approach to teaching spellings</p> <p>PiXI therapies/intervention</p>	<p>2,3</p>

	<p>Small group interventions with highly skilled staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. Training for interventions has informed approach in school</p> <p>Closely monitor each intervention to ensure it is having an impact PiXL therapies</p>	
	SLT time & Inclusion Manager / SENCo Monitoring	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2,3

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

Budgeted cost: % of FSA - £10885. Employ Play Therapist - £7600. Funding for Breakfast & Afterschool - £3000. Hardship Fund - £2000 Contingency fund for acute issues - £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social, Emotional, Mental Health (SEMH) difficulties for a small number of children across the school (mostly eligible for PPG) are having a detrimental impact on their</p>	<p>Ensure consistency of school behaviour policy and Alternative Provision</p> <p>EEF - Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL</p>	1

<p>academic attainment and progress.</p>	<p>interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Nurture Network based on Boxal https://www.nurtureuk.org/</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Engage in Behaviour Hub Project and devise Action Plan.</p>	<p>1, 4,5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>Family Support Advisor (FSA) employed to monitor children and follow up quickly on absences (4 days a week). Purchase external Education Welfare Service – WPA to support attendance.</p> <p>FSA part of the Safeguarding Team and Manages Early Help referrals, attends CiN and some CP conferences.</p> <p>First day response provision.</p> <p>FSA manage family learning programme</p> <p>Funding for Breakfast Club/After School & Holiday Camps</p> <p>Use adults to engage with parents before intervention begins.</p>	<p>4,5</p>

	<p>Develop restorative approaches and focus on positive behaviours. (Behaviour Hub).</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £79981

Part B: Review of outcomes in the previous academic year – 2021-22

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Assessments during 2020/21 highlight the performance of disadvantaged pupils/PPG children was lower than in the previous two years in key areas of the curriculum and the gap with 'others' is widening and the outcomes we aimed to achieve in our previous strategy were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to the continuing impact of the pandemic, which disrupted all subject areas as well as the impact of staffing absence, recruitment and retention, as well as overall budget cuts. As evidenced in schools across the country, these had a detrimental impact on our most disadvantaged pupils.

Although overall attendance in 2021-22 improved to previous levels (94%), it was broadly in line with the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 90% higher than their peers and Unauthorised Absence is 1:39 for PPG, against 0.65 for Non PPG group. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to factors mentioned above. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. This was particularly focused on our Mental Health, Quality first Teaching (QfT) and using PiXI resources. We are building on that approach with the activities detailed in this plan.

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
Oracy Programme	Voice21

	https://voice21.org/understanding-oracy/
Nurture and Boxall Profile	Nurture UK https://www.nurtureuk.org/
Building Learning Power	Guy Claxton – BLP https://www.buildinglearningpower.com/
Behaviour Hub	https://behaviourhubs.co.uk/
Pixl	https://www.pixl.org.uk/
English Hub	http://www.englishhubs.org/
Maths/Mobius Hub	https://www.mobiusmathshub.org.uk/

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.