

Pupil premium strategy statement 2025_26

End of year Evaluation – July 2026

Progress against intended outcomes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,210
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	£80,210

At Birch Hill Primary School we are passionate about improving the attainment and overall provision for our disadvantaged children.

Across the year, we have delivered strong, measurable improvements in several core priority areas. The most significant successes are in SEMH provision, EYFS outcomes, whole-cohort attainment, MTC performance, and PPG enrichment access. While DA attainment gaps remain a challenge—particularly in phonics and KS2 maths—the overall direction of travel shows clear improvement, stronger systems, and increasing professional consistency.

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	Review	
Social, Emotional,	Fewer Serious Behaviour	Serious behaviour incidents have reduced markedly over the year, with clear evidence that strategic	

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	incidents recorded for these children on the school system. Fewer suspensions. Increased progress to help close the academic gap Alternative Provision (KS1/ Nurture for PM established. KS2 /Drop-Ins). Explore opportunities with Trust wide provision - Cranbury College. Continue to develop our internal AP – supporting children with SEMH, trauma and ASD.	SEMH actions are improving stability, reducing escalation and strengthening internal capacity. A combination of targeted Alternative Provision, graduated response, enhanced diagnostic oversight and whole-staff development has led to measurable improvements in readiness to learn and classroom consistency. Key Drivers of Improvement • Alternative Provision placements for high-impact pupils (DR, RG) have removed repeated high-level incidents and stabilised KS2. • Graduated response through structured reduced timetables has led to significant reductions in severity and frequency of incidents for IR and OB. • Rainbow Room has been re-established as a whole-school SEMH hub, providing preventative, time-bound intervention that reduces escalation before suspension thresholds. • Staff development has strengthened trauma-informed practice, adaptive strategies and consistency of adult response. • Classroom adaptations, improved and TA deployment are supporting regulation and reducing dysregulation-led incidents. Impact Summary • Behaviour incidents have reduced in both frequency and intensity. <table><tr><th>Term</th><th>Total number of incidents</th><th>Changes vs Previous Term</th><th>Changes vs Autumn</th></tr><tr><td>Autumn</td><td>162</td><td>-</td><td>-</td></tr><tr><td>Spring</td><td>63</td><td>-61%</td><td>-61%</td></tr><tr><td>Summer</td><td>29</td><td>-52%</td><td>-82%</td></tr></table> <table><tr><th>Term</th><th>Intensity Profile</th><th>Key features</th></tr><tr><td>Autumn</td><td>High</td><td>Frequent Level 2, physical incidents, repeated offenders</td></tr><tr><td>Spring</td><td>Moderate</td><td>Fewer L2, fewer physical incidents, no clusters</td></tr></table>	Term	Total number of incidents	Changes vs Previous Term	Changes vs Autumn	Autumn	162	-	-	Spring	63	-61%	-61%	Summer	29	-52%	-82%	Term	Intensity Profile	Key features	Autumn	High	Frequent Level 2, physical incidents, repeated offenders	Spring	Moderate	Fewer L2, fewer physical incidents, no clusters
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Oral language skills, Speaking & Listening, Vocabulary and Reading speed skills across the whole school	Children eligible for PP in Early Years classes make rapid progress by the end of the year so that all children eligible for PPG meet	PPG pupils make strong progress in EYFS, with DA pupils achieving 71.4% GLD , significantly above national DA (51.3%). PPG pupils begin school with high needs but close early gaps well. Some of the challenges are: speech & language delay, limited vocabulary, weak readiness to learn, attendance concerns and some still in nappies.				

is lower for children eligible for PPG than for other children. This impacts on their basic skills.	age related expectations. 5th year of Voice21 project completed – teachers embedding practice. Review Trust oracy strategy and embed material. Explore other Speech & Language programmes and interventions via the Trust primary Hub.	PPG pupils outperform national DA by a large margin. This is a major strength. But not all PPG pupils reach age-related expectations. GLD is 71.4%, not 100%. Colourful Semantics has been launched and early implementation is underway, with staff beginning to embed the approach across classes. Phonics outcomes remain strong at 80%, broadly in line with national performance, and targeted interventions have been established in Years 3, 4, 5 and 6 to strengthen reading fluency, vocabulary and core skills. The school did not complete the fifth year of the Voice21 project this year. Instead, staff continued to use and refine the oracy practices established in previous years. Work focused on maintaining consistency, strengthening classroom routines and ensuring that existing approaches remained embedded. The Trust's updated oracy strategy was not formally reviewed or implemented this year, and no new Voice21 materials were introduced. Speech and language development continued through previously established interventions, with no additional programmes adopted from the Trust Primary Hub during this period. Next steps: - Launch the Read Write Inc. Scheme of Work, ensuring all staff, including teaching assistants, receive full training to deliver consistent, high-quality phonics and spelling instruction. - Implement NESSI to further support pupils with reading fluency and decoding needs. - Introduce Zones of Regulation to strengthen emotional literacy and self-regulation across the school. - Embed Colourful Semantics throughout all phases, including Nursery, to ensure a consistent approach to sentence construction, oral language and early writing. - Relaunch oracy guidelines and expectations, ensuring a coherent whole-school approach to speaking, listening and vocabulary development.	
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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.	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 GL Assessment Standardised Score) EYFS/KS1 Reading provision reviewed and Action Plan set up.	Across the school, children eligible for Pupil Premium (PPG) show a clear pattern: They make a strong start in Early Years, fall behind in Year 1 and lower KS2, and then begin to recover in upper KS2, although not fully enough to close the gap with other pupils. The biggest challenges are Year 1 phonics and Year 6 maths. 1. Early Years (Reception) – A Strong Start Our PPG children do very well in Reception. 71% of PPG children reached a Good Level of Development (GLD) This is much higher than the national figure for disadvantaged pupils (around 49%) EYFS has been strong for three years in a row This means our youngest PPG children start school with a solid foundation. 2. Year 1 – Phonics (PSC) Most children in Year 1 achieved well in phonics this year, with 81% meeting the expected standard, which is broadly in line with the national figure of 80%. For our Pupil Premium (PPG) children, phonics was more challenging. Only 20% of PPG pupils met the expected standard, compared with around 63% nationally, which shows a significant gap. Progress Over Time Looking at the last four years: 2023: 33% 2024: 50% 2025: 60% 2026: 20% This tells us that PPG phonics outcomes had been improving steadily, but this year saw a sharp drop. What this means is that Year 1 phonics is a key area where our PPG children need more support. Although they make a strong start in Reception, many find the transition into Year 1 difficult, particularly with early reading skills such as decoding, fluency and vocabulary. This is the point in the school journey where gaps begin to appear, and it is now a major focus for our improvement work. 4. Year 4 – MTC (2026) – Performance & DA Analysis Our Year 4 pupils performed very well in the national multiplication check this year. As a whole school, results were above national averages, with many children achieving high scores and a large number getting full marks. For our Pupil Premium (PPG) children, results improved compared with previous years. Their average score rose from earlier dips and shows that they are beginning to catch up. Although PPG pupils are still scoring below the national average for disadvantaged pupils, the progress made this year is encouraging and reflects the impact of targeted support. 2023: 18.0 2024: 14.36	
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		2025: 14.64 2026: 17.64 5. Year 6 – End of Key Stage 2 (SATs) Overall, the school’s Year 6 results are broadly in line with national outcomes. Most children achieved well across reading, writing, maths, grammar and science. For PPG pupils, outcomes were more mixed. Some children achieved strongly, but overall results were lower than national averages for disadvantaged pupils, especially in maths. Many PPG pupils find maths fluency and reasoning challenging, and some also face additional barriers such as speech and language needs, SEND, or difficulties with attendance. Even so, there are signs of improvement. PPG progress has risen compared with last year, and pupils are beginning to close gaps in reading and writing. Maths remains the biggest priority, and we have clear plans in place to strengthen support as these pupils move into secondary school. RWM 61% (national 63%) – broadly in line with national. PPG outcomes compared with national disadvantaged pupils: Reading: 55% (national PPG 68%) – gap 25% Writing: 45% (national PPG 63%) – gap 37% Maths: 27% (national PPG 67%) – gap 53% Grammar: 36% (national PPG 70%) – gap 38% Science: 55% (national PPG ~70%) – gap 16% Maths is an area of need, with many PPG pupils struggling with number fluency, problem-solving vocabulary and reasoning. Progress Over Time Looking at the last four years of combined reading, writing and maths (RWM) outcomes for PPG pupils: 2023: 30.8% 2024: 37.5% 2025: 22.2% 2026: 27% This shows: A rise from 2023 to 2024 A dip in 2025 A small recovery in 2026, though still below the 2024 peak Next steps EYFS – Maintain Strong DA Foundations Actions Daily targeted vocabulary instruction for DA pupils (10-minute micro-sessions).	
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		Structured home-learning packs for DA families (phonics, oral language, reading routines). Early identification of DA pupils at risk using baseline + Autumn checkpoints. Weekly DA spotlight conferencing (Reading, Writing, Maths). Expected Impact PPG pupils maintain strong GLD trajectory. Reduced risk of PPG pupils falling behind in Year 1. Year 1 – Strengthening Early Reading (Phonics) Year 1 is a really important year for learning to read, and we are putting strong support in place to help our Pupil Premium (PPG) children make good progress. What we are doing Introducing the Read Write Inc phonics programme, taught by our most experienced staff. Giving PPG children daily 15-minute phonics tutoring to help them catch up quickly. Making sure PPG pupils get first access to reading books that match their phonics level. Running weekly fluency sessions to build confidence and accuracy. Offering parent workshops so families feel supported with phonics at home. What we expect to see More PPG children meeting the Year 1 phonics standard. Children entering Year 2 with stronger early reading skills and greater confidence. Year 2 – Building Fluency and Early Writing Year 2 helps children move from sounding out words to reading more smoothly and writing with greater independence. What we are doing Daily teacher-led reading fluency groups for PPG pupils. Clear writing support, including sentence starters and model texts. Extra help for children who did not pass phonics in Year 1. Weekly check-ins to spot misunderstandings early and keep children on track. What we expect to see More PPG pupils passing the Year 2 phonics re-check. Stronger writing skills that support progress as children move into Key Stage 2. Year 3 & Year 4 – Consolidation and MTC Preparation PPG pupils made gains in multiplication fluency, with APS rising to 17.64, though still below national PPG. The next steps will focus on securing automaticity and strengthening conceptual understanding. Next Steps	
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		Introduce daily multiplication fluency routines for PPG pupils to build automatic recall. Provide structured reasoning opportunities to deepen conceptual understanding and support pupils in explaining their thinking. Ensure PPG first access to manipulatives and visual models to strengthen foundational knowledge. Expected Impact PPG MTC APS increases from 17.64 to 20.0. Pupils enter Year 5 with stronger fluency and improved readiness for upper KS2 content. Year 5 – Writing and Maths Foundations Early gaps in writing and maths remain visible for PPG pupils. The next steps will focus on strengthening core routines and targeted support. Next Steps Implement twice-weekly writing conferences for PPG pupils to improve structure, accuracy and stamina. Embed explicit instruction routines (I do → we do → you do) to support clarity and independence. Introduce PPG maths fluency boosters covering the four operations and FDP. Establish daily quick-maths practice (10 minutes) to reinforce key skills. Prioritise PPG spotlight marking to provide immediate, actionable feedback. Year 6 – KS2 SATs Preparation PPG outcomes remain below national PPG, particularly in maths. The next steps will ensure targeted, high-frequency support. Next Steps Provide daily targeted arithmetic for maths for all pupils, whilst focusing on PPG pupils. Use reasoning scaffolds (worked examples, sentence stems) to strengthen problem-solving. Establish reading fluency groups focusing on prosody and repeated reading. Continue writing conferencing cycles to refine and improve writing. Ensure PPG first access to guided groups in all core lessons. Conduct fortnightly PPG progress reviews with the Deputy Headteacher. 1. PPG First Access PPG pupils prioritised for: Guided reading Teacher-led groups Modelling Feedback	
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		Interventions 2. Precision Teaching Cycles 10-day cycles targeting specific PPG gaps. Clear entry and exit criteria. Impact measured fortnightly. 3. Structured Vocabulary Instruction Daily Tier 2 vocabulary for PPG pupils. Pre-teaching before every new unit. 4. PPG Parent Engagement Workshops for phonics, reading, writing and maths. Weekly home-learning packs. Text reminders to support reading routines. 5. PPG Attendance Monitoring Daily attendance checks for PPG pupils. Immediate follow-up for absence. Attendance plans for persistent absence.	
Enrichment and broader experiences of children entitled to PPG is more limited when compared to other groups.	Where needed, offer subsidy to school trips. Where possible, offer children access to breakfast & afternoon club(s).	Enrichment and Broader Experiences for PPG Pupils We have recognised that enrichment and wider experiences for pupils entitled to PPG have historically been more limited compared to other groups. To address this, we have taken deliberate action to remove barriers and widen access. What we have done We have subsidised school trips where needed, ensuring no PPG pupil misses out due to cost. (Rhos, Oakwood and Garth Careers Fayre). We have offered access to breakfast and after-school clubs, providing free or reduced-cost places for PPG pupils. We have implemented a PPG funding request form, enabling parents to request support easily, transparently and without stigma. We have applied to external charities, including Rhos and Oakwood, to secure additional funding that expands opportunities for PPG pupils. We have increased the number of free trips, ensuring pupils can access enrichment without financial pressure. We have supported transportation for PPG pupils, including providing help for trips such as the Garth visit. Leadership roles – 80 per cent are offered to PPG children. Impact Through these actions, we have significantly increased PPG participation in trips, clubs and wider experiences. We have reduced financial and practical barriers, strengthened cultural capital, and ensured PPG pupils benefit from the same breadth of opportunities as their peers.	

Ensure attendance rates for children eligible for PPG is higher	Work with the Trust's Attendance and DV strategies to 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.	Attendance All pupils - Attendance <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Sch trend vs Nat trend</th></tr><tr><td>2025/26 (5 half terms)</td><td>314</td><td>95.6%</td><td>95.0%</td><td>Close to average</td><td>Not available</td></tr></table> ▶ Chart FSM - Attendance <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Sch trend vs Nat trend</th></tr><tr><td>2025/26 (5 half terms)</td><td>49</td><td>92.6%</td><td>92.3%</td><td>Close to average</td><td>Not available</td></tr></table> ▶ Chart SEN - Attendance <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Sch trend vs Nat trend</th></tr><tr><td>2025/26 (5 half terms)</td><td>48</td><td>93.7%</td><td>92.4%</td><td>Close to average</td><td>Not available</td></tr></table> Attendance The trend analysis for the Attendance measure is different to the trend analysis elsewhere in the IDSR. For Attendance, our trend analysis compares the school trend with the national trend and determines whether it is in line with it or whether the school trend is showing either relative improvement or relative decline. All pupils - Attendance <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Sch trend vs Nat trend</th><th>School context</th></tr><tr><td>2024/25 (3 term)</td><td>330</td><td>94.9%</td><td>94.8%</td><td>Close to average</td><td>Relative improvement</td><td>-</td></tr><tr><td>2023/24 (3 term)</td><td>336</td><td>94.3%</td><td>94.5%</td><td>Close to average</td><td>Not available</td><td>-</td></tr></table> ▶ Chart FSM6 - Attendance <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Sch trend vs Nat trend</th><th>School context</th></tr><tr><td>2024/25 (3 term)</td><td>47</td><td>89.8%</td><td>92.3%</td><td>Below</td><td>Relative decline</td><td>-</td></tr><tr><td>2023/24 (3 term)</td><td>43</td><td>91.7%</td><td>92.0%</td><td>Close to average</td><td>Not available</td><td>-</td></tr></table> ▶ Chart SEN - Attendance <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Sch trend vs Nat trend</th><th>School context</th></tr><tr><td>2024/25 (3 term)</td><td>72</td><td>91.7%</td><td>92.3%</td><td>Close to average</td><td>Relative improvement</td><td>-</td></tr><tr><td>2023/24 (3 term)</td><td>43</td><td>90.3%</td><td>92.1%</td><td>Below</td><td>Not available</td><td>-</td></tr></table> Work with the Trust's Attendance and DV strategies to 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.	Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	2025/26 (5 half terms)	314	95.6%	95.0%	Close to average	Not available	Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	2025/26 (5 half terms)	49	92.6%	92.3%	Close to average	Not available	Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	2025/26 (5 half terms)	48	93.7%	92.4%	Close to average	Not available	Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context	2024/25 (3 term)	330	94.9%	94.8%	Close to average	Relative improvement	-	2023/24 (3 term)	336	94.3%	94.5%	Close to average	Not available	-	Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context	2024/25 (3 term)	47	89.8%	92.3%	Below	Relative decline	-	2023/24 (3 term)	43	91.7%	92.0%	Close to average	Not available	-	Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context	2024/25 (3 term)	72	91.7%	92.3%	Close to average	Relative improvement	-	2023/24 (3 term)	43	90.3%	92.1%	Below	Not available	-	
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