

Pupil premium strategy statement 2024_25

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 and Nursery School
Number of pupils in school	401 (including 26 Nursery children)
Proportion (%) of pupil premium eligible pupils	53 children 13.22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25
Date this statement was published	Oct 2024
Date on which it will be reviewed	July 2025
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	£40,310 (£2570 is LAC)
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	£40,310

Part A: Pupil premium strategy plan

Statement of intent

At Birch Hill Primary and Nursery School we believe all children should make good progress and achieve high attainment across all subject areas. We aim to effectively and efficiently use resources to have the maximum impact on the outcomes of Pupil Premium (PP) pupils.

The LEARN aspect of our MOTTO emphasises 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.

Strategic approach to the use of funding using the EEF's tiered model approach

Tier 1: Teaching and whole school strategies

- High-quality teaching for all
 - Rosenshine's Principles of Instruction
 - Metacognition and self-regulated learning (BLP)
 - Reading, Rigour and Routines
- Effective diagnostic assessment
 - PiXL /PLCs, using formative and summative assessment, to identify gaps in learning
 - GL assessment to provide Standardised Scores and Reading Age
 - Formative assessment and feedback
- Focus on professional development and high-quality CPD for all staff
 - WalkThrus
 - Collaborative Enquire
- Professional development for subject leaders
- Considered and effective planning for pupils with SEND

Tier 2: Targeted approaches

- High-quality small group booster sessions and interventions

- Structured interventions using diagnostic assessment e.g., PiXL therapies
- High-quality 1:1 and small group pre-teach
- Floppy Phonics 1:1 sessions
- Reading / Class Guided/1:1

Tier 3: Wider strategies

- Design and implementation of a Jigsaw/ PSHE Curriculum
- Supporting pupils' social, emotional and behavioural needs through;
 - ELSAs, Play Therapy, Mental Health Support Worker (MHSW), Read2Dogs, Nurture Provision
- Close the gap in attendance between DA pupils and non-DA pupils
- Family Support Advisor (FSA)
 - Support with uniform and educational trips
 - Family Learning sessions
 - Early Hel Referrals

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 PP) 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	Access to QfT – including 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 53 children entitled. Attendance for PP children for 23-24 is 91.45%

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	<p>Fewer Serious Behaviour incidents recorded for these children on the school system.</p> <p>Fewer suspensions.</p> <p>Increased progress to help close the academic gap Alternative Provision (KS1/ Nurture for PM established. KS2 /Drop-Ins).</p> <p>Explore opportunities with external providers –Storrey Group, Harmony and Cranbury College.</p> <p>Explore creating an internal AP – supporting children with SEMH and ASD.</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>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 age related expectations.</p> <p>4th year of Voice21 project completed – teachers embedding practice.</p> <p>Explore other Speech & Language programmes and interventions via the Trust</p>
Basis skills (phonics, spelling, SpG, 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>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.</p>
Enrichment and broader experiences of children entitled to PPG is more limited when compared to other groups.	<p>Where needed, offer subsidy to school trips. Where possible, offer children access to breakfast & afternoon club(s).</p>

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.
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Activity in this academic year (2024-25)

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved oral language skills in EYFS/Reception and into KS1	<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 continue to invest 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,</p>	2,3

	<p>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>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). Mobius Hubs is focusing on EYFS/KS1</p> <p>Ensure all teachers are using Talk for Writing strategies – especially new teachers to BHP and ECTs.</p> <p>Continue to provide Floppy Phonics</p> <p>Review Reading Provision and Strategies in EYFS/KS1</p> <p>Embed new Teaching & Learning Policy – including WalkThrus and Principles of Instruction (PoL)</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. (PiXL and GL assessment)</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>	2,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved oral language skills in reception	<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>	2,3
Improve outcomes (Attainment & Progress) in SpaG and Reading Age (RA) for children eligible for PPG across the school	<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>PiXL therapies/intervention</p> <p>Small group interventions with highly skilled staff have been shown to be</p>	2,3

	<p>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 PiXI therapies</p>	
	SLT time & Inclusion Manager / SENCo Monitoring	

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

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 academic attainment and progress.</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 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>	1
<p>Whole staff training on behaviour management and anti-bullying</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p>	1, 4,5

approaches with the aim of developing our school ethos and improving behaviour across school.	<p>Develop restorative approaches and focus on positive behaviours. (Behaviour Hub).</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Completed Behaviour Hub Project in 2022.</p>	
<p>FSA Is part of the Safeguarding Team and Manages Early Help referrals, attends CiN and some CP conferences.</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>		4,5
Work with the Trust on Attendance and DV strategies	<p>Family Support Advisor (FSA) employed to monitor children and follow up quickly on absences (4 days a week).</p> <p>Purchase external Education Welfare Service (WPA) 1 day x fortnight to support attendance and home-visits.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</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	All

	aside to respond quickly to needs that have not yet been identified.	
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Part B: Review of outcomes in the previous academic year – 2023_24

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022/23 academic year.

Assessments during 2023/24 highlight the performance of disadvantaged pupils/PP children was lower than in the previous three 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 (-5.4 Average Scaled Score FFT data).

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 on children coming into school 'ready to learn', on attendance, staffing absence, recruitment and rendition, as well as overall budget cuts. As evidenced in schools across the country, these had a detrimental impact on our most disadvantaged pupils.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year. 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/

Pixl	https://www.pixl.org.uk/
English Hub	http://www.englishhubs.org/
Maths/Mobius Hub	https://www.mobiusmathshub.org.uk/
WPA	WPA Education Welfare Services - Welcome

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.