



Birches First School

Believe, Grow, Succeed ...
...to be the best 'me' I can be.

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
Birches First School	
Number of pupils in school	147 (175) inc YN
Proportion (%) of pupil premium eligible pupils	15
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022/2023
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Mr Holmes
Governor / Trustee lead	Mr T Field

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,485.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

Part A: Pupil Premium Strategy Plan

Statement of Intent

Birches First School is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils and we believe that all children have the opportunity 'to be the best ~~me~~ I can be'.

This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We believe that it is not background that is important but a child's passion and thirst for knowledge, and dedication and commitment to learning that make the difference between success and failure. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

Challenges

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

Challenge number	Detail of challenge
1	Some children are identified as SEND and SEND Monitoring.
2	Some children have limited experience therefore; their acquisition of understanding and skills can be poor.
3	Pupils demonstrate limited language skills.
4	Parental engagement & subject knowledge to support children's learning at home
5	Attendance and punctuality
6	Gaps in reading, writing, maths and phonics

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 ensure pupils receive high quality language support and development across school and with a particular focus in EYFS.	Early identification of children with Speech, Language and Communication needs (SLCN). Children attain ARE with NELI and Wellcom interventions.
To achieve required standard for Phonic Screening Check.	Children have made progress from starting points and achieve required standard.

To achieve required standard for Multiplication table Check.	Children have made progress from starting points and achieve required standard.
Reading, Writing and Maths	Increase in % of ARE for all disadvantaged pupils (School Data 2020-2022)
Attendance	Ensure attendance of disadvantaged pupils is at least 96%

Activity in this academic year 2021 2022

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: £6546.72 to date 6.12.21 (Budget £9000 £2453.28 to year end to spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Phonic Scheme and Resources Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively. Skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. To systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them.	EEF: 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading' School: Pupils attainment in phonics is below national expectations from Baseline Assessments.	6, 3
Improve standards of CL NELI Training	EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress School: Pupils' spoken language deficit affects their ability in Reading and Writing.	6, 3
Improve standards for all children review the impact of curriculum	EEF: 'The best available evidence indicates that great teaching is the most important lever schools have to	6, 5

Cover Supervisors employed to release curriculum leaders	improve pupil attainment'(Effective Feedback +6 months) School: Continual improvement of the quality of the curriculum through lesson observation, book scrutiny and pupil voice.	
Improve standards in Maths EYFS: Early Numeracy Approaches Ten Town	EEF 'On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes'. Parents to have access to Town Town	1,4,6
Improve standards in Reading, Writing and Maths Interventions and resources (Quality Texts/Writing tools/Twinkl/Nelson)	EEF: targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective. An average impact of four months' additional progress over the course of a year School: Pupils' historical data and new children to the school have gaps in their learning that need to be identified and effectively targeted. Nessy, TTRS, Headphones, Wellcom, Deepening Understanding	1,2,3,5,6
		6

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

Budgeted cost: £2247.47 to date 6.12.21 (Budget £4000 £1752.53 to year end to spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide targeted intervention.	EEF: targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective. An average impact of four months' additional progress over the course of a year School: Pupils' historical data and new children to the school have gaps in their learning that need to be identified and effectively targeted.	1,2,3,5
One to One Reading	As Above	1,2,3,5

Small Group Tuition (Maths)	As Above	1,2,3,5
Reading Comprehension	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction	1,2,3,6
Deepening Understanding	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component	1,2,3,6

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

Budgeted cost: £2296.00 to date 6.12.21 (Budget £4000 £1704.00 to year end to spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO Support purchased/Attendance Officer	Children with poor attendance do not perform as well as children with good attendance	5
Increasing parental engagement through the use of online video presentations (returning to face-to-face if possible) Engaging families in curriculum learning to support them to help their children learn.	Positive parental engagement can support pupil progress and attendance	1,2,3,4,5,6
Kapow	The Kapow (PSHE/RSE) curriculum supports children's understanding of others and their own needs and rights and contributes towards a positive school environment and this in turn improves pupil progress and attendance. EEF Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	1,2,5,6
Insight	Track English, Maths, Social, Emotional and Mental Health	1,5,6

CPOMS	Track any PP children with behaviour/attendance Issues/ SEND and SEND Monitoring	1,4,5
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Total budgeted cost: £ £17,485.00

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 2020 to 2021 academic year.

62.5% Made Expected or Above Progress in Maths
69% Made Expected or Above Progress in Reading
88% Made Expected or Above Progress in Writing
100% Passed Phonic Screening (Y2 Autumn Term)
2020-2021 Uploaded on Website.

(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?	£310 x3 = £930 Laptops £2275 Oxford Owl £420.00 Online Reading
What was the impact of that spending on service pupil premium eligible pupils?	Children were able to loan laptops for Remote Learning Access (4 PP children) Access to reading Scheme Online support Learning at home. Well Being Modules taught PP children recognise emotions and feelings.