



# Birches First School

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

## Pupil Premium Strategy Statement 2022/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
<b>Birches First School</b>	
Number of pupils in school	165 (inc. 22 YN)
Proportion (%) of pupil premium eligible pupils	9 (YR/YN unknow) (Government Publications 5.4%/8 pupils July 2022)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023/2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
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	£11,080
Recovery Premium	£2000
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. Consequently, we are determined to ensure that all our pupils are given every opportunity to realise their potential.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those children who are already high attainers.

### Challenges

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

Challenge number	Detail of challenge
1	Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention.
2	Some children have limited experience; therefore, their acquisition of understanding and skills can be poor.
3	Pupils' emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn.
4	Parental engagement & subject knowledge to support children's learning at home.
5	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.
6	PP children as identified in Data have 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 50% achieve required standard.
To achieve required school standard for Multiplication table Check-(School Expectation 22)	Children have made progress from starting points. NO STANDARD -School Expectation 22
Reading, Writing and Maths	Increase in % of ARE for all disadvantaged pupils (School Data 2021-2022) Increase in accelerated progress for PP children from their starting points.
Attendance	Ensure attendance of disadvantaged pupils is at least 96% Children of Disadvantaged/SEND is raised by 10%

Activity in this academic year 2022 2023

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: £3500

Activity	Evidence that supports this approach	Challenge numbers addressed
<p><b>Little Wandle Phonic Scheme and Resources</b></p> <p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively.</p> <p>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.</p> <p><b>Purchase Little Wandle Books so PP Children have a physical Book</b></p>	<p>EEF: 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><b>School:</b> Pupils attainment in phonics is below national expectations from Baseline Assessments.</p>	6, 1

<p>Improve standards of CL <b>NELI Training</b></p>	<p>EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress</p> <p><b>School:</b> Pupils' spoken language deficit effects their ability in Reading and Writing. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p>	6, 1
<p>Improve standards for all children review the impact of curriculum <b>Cover Supervisors employed to release curriculum leaders</b></p>	<p>EEF: 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment' (Effective Feedback +6 months) <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p><b>School:</b> Continual improvement of the quality of the curriculum through lesson observation, book scrutiny and pupil voice. <b>Purchase of Historical Association/Geography Association</b></p>	6, 5
<p>Improve standards in Maths EYFS/KS1/2: <b>Early Numeracy Approaches</b> <b>Ten Town</b> <b>MyMaths</b> <b>Numbots</b> <b>1 minute Maths</b> <b>Number Sense</b> <b>TT Rockstars</b></p>	<p>EEF 'On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches/technical-appendix">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches/technical-appendix</a></p> <p><b>Parents to have access to Ten Town</b> <b>Launch My Maths</b></p>	1,4,6
<p>Improve standards in Reading, Writing and Maths Interventions and resources (Quality Texts/Writing tools/Twinkl/Nelson/Nessy) Teaching Assistant in every Class every morning for interventions</p>	<p>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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions#:~:text=Teaching%20Assistants%20delivering%20targeted%20interventions&amp;text=This%20approach%20typically%20involves%20a,the%20form%20of%20structured%20interventions.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions#:~:text=Teaching%20Assistants%20delivering%20targeted%20interventions&amp;text=This%20approach%20typically%20involves%20a,the%20form%20of%20structured%20interventions.</a></p> <p><b>School:</b> Pupils' historical data and new children to the school have gaps in their learning that need to be identified and effectively targeted. Nessy, TTRS, My Maths, Wellcom, Deepening Understanding, Number Sense, White Rose</p>	1,2,5,6

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

Budgeted cost: £3,000 approx

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 As above-Http <b>School:</b> 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
Writing Interventions	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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,2,3,6
Deepening Understanding	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component As above	1,2,3,6
Nessy Intervention Reading and Spelling	Interventions use in Y2/3/4 in school and home <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> As above	

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

Budgeted cost: £4,500 approx.

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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	5
Increasing parental engagement through the use of presentations/workshops/ Welcome to Year Meeting Engaging families in curriculum learning to support them to help their children learn. Marvellous Me Package 22/23 Go Read Package 22/23	Positive parental engagement can support pupil progress and attendance  Effective parental engagement can lead to learning gains of +3 months EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1,2,5,6
Insight	Track English, Maths, Social, Emotional and Mental Health	1,5,6



	EEF+6 Months <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a>	
CPOMS	Track any PP children with behaviour/attendance Issues/ SEND and SEND Monitoring Effective parental engagement can lead to learning gains of +3 months EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1,4,5
Residential/Trips	Support PP children with cultural capital and enhancement opportunities. Social and emotional opportunities, ready for next stage in their education. Well Being. EEF 4+ <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
Forest Schools Use of outdoor learning to support key groups of pupils Ensuring sustainability of Forest Schools approach by adopting an outdoor learning model so more pupils can access and staff feel confident to deliver. Staff Training to increase access for all pupils to outdoor learning opportunities	Key findings of Forest Research: <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</a>  <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a> The evaluation suggests Forest Schools make a difference in the following ways: <ul style="list-style-type: none"> <li>• Confidence: children had the freedom, time and space to learn and demonstrate independence</li> <li>• Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• Communication: language development was prompted by the children's sensory experiences</li> <li>• Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>• Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>• Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</li> </ul>	

Total budgeted cost: £ 11,000approx

## 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 and 2021/2022 academic year.

#### Impact 2021/2022

##### EYFS

80% made Above Expected Progress in Reading Writing and Maths

##### Main School

92% Expected and Above Progress Reading

67% Expected and Above Progress Writing

83% Expected and Above Progress Maths

100% Passed Y1 Phonic Screening Check June 2022

100% Passed Y2 Phonic Screening Autumn 2021

100% Expected/Greater Depth in Y2 SATs (R/W/M)

##### EYFS- 5 Pupils

Raised attainment by 40% R/W/M - (100% below on Entry- 60% below Summer 2)

##### Main School (13 Pupils)

Raised attainment by

R 43%

W 35%

M 29%

##### Nessy Y2 (PP)

Reading - +69% 3.1Y

Spelling + +5% 0.2Y

##### Nessy Y4 (PP) 22/6- 20/7

Reading +16% 0.5Y