



# Birches First School

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



## 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 24/25 \(September 24\)](#)

Detail	Data
<b>Birches First School</b>	
Number of pupils in school	179 including YR/YN
Proportion (%) of pupil premium eligible pupils	10 <b>5.56%</b> (Government Publications 4.1 %/6 pupils September 2024)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	
Pupil premium lead	Mr K Duffy
Governor / Trustee lead	Mr T Field

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,880
Recovery Premium	To be published
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 (EHCP/Engagement Model).
2	Pupils' emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn.
3	Parental engagement & subject knowledge to support children's learning at home.
4	The attendance of pupils in receipt of pupil premium is below (82.3%) that of peers and a greater proportion are classed as persistent absentees.
5	PP children identified 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.	Children with PP and S+L are regularly attending S+L appointments and home/school working together to achieve targets.
To develop phonic achievement for SEND/PP children (Y2/Y3) to enable early reading skills.	Children engaged on LW programme and accessing phonics daily. Progress and attainment measured on LW Tracker. Parents welcome sustained and intensive support when needed.

To develop Writing skills for children with secure phonic knowledge and application using The Place Value for Punctuation and Grammar method.	Increase in accelerated progress for PP children from their starting points in W.
Raise Attendance for PP Children 24-25	Ch closely monitored and attendance clinics/support mechanisms in place to ensure PP children attend school regularly.

### Activity in this academic year 2024 2025

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost £: 4286.45

Activity	Evidence that supports this approach	Challenges addressed
<p><b>Little Wandle Phonic Scheme and Resources</b></p> <p><b>Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively.</b></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>EEF:</b> '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> <p>EYFS Communications and Language Approaches +7 month EEF-Early Literacy Approach</p>	3,5
<p>Improve standards for all children review the impact of curriculum</p> <p><b>Teachers employed to release curriculum leaders</b></p>	<p><b>EEF:</b> 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment'(Effective Feedback +6 months)</p> <p><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 monitoring:-lesson observation, book scrutiny and pupil voice.</p>	1,5

	<b>Purchase of Historical Association/Geography Association</b>	
<p>Improve standards in Maths EYFS/KS1/2:</p> <p><b>Early Numeracy Approaches-Master the Curriculum-YN</b></p> <p><b>Ten Town</b></p> <p><b>Numbots</b></p> <p><b>Fluency Bee Y1-Y4</b></p> <p><b>1 minute Maths</b></p> <p><b>Number Sense-Training EYFS</b></p> <p><b>TT Rockstars</b></p>	<p><b>EEF</b> 'Early numeracy approaches typically increase children's learning by about seven months'.</p> <p><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/1 Minute Maths.</b></p>	1,5,3
<p><b>Improve standards in Writing</b></p> <p>Interventions and resources (Quality Texts/Writing tools/Twinkl/Nelson/Nessy)</p> <p>The Place Value of Punctuation and Grammar</p> <p>Teaching Assistant in every Class every morning for interventions <b>EEF +4 Months</b></p> <p>Spelling Shed implemented</p> <p>Miss Hulme implementing small group interventions/tuition EEF+4 months</p> <p>Introduce PVPG</p>	<p><b>EEF:</b> 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</p> <p><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.</p> <p>Nessy, TTRS, Wellcom, NELI, Tales Toolkit, Deepening Understanding, Number Sense, White Rose, Fact Fluency</p>	1,3,5

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide targeted intervention. Miss Hulme	<b>EEF:</b> 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 <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 As Above	1,2,3,5 1,3,5
Writing Interventions	As Above	1,2,3,5
Reading Comprehension Deepening Understanding/ Grammarsaurus	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>  Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component As above	1,2,3,5
Nessy Intervention Reading and Spelling	Interventions use in Y2/3/4 in school and home +4 Months <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	1,2,3,5
Hands on Maths	Interventions use in Y2/3/4 in school and home +4 Months <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	1,5
Catch Up/Keep Up/SEND Programme LW	Interventions use in YR/12/3/4 in school and home +4 Months <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 Links to LW sent to Parents	1,5,6
Oral Language Interventions	Approaches with a early years professional, who has been trained in the approach, working with a small group of	1,5

	children or individually to develop communication and language skills. +7 Months <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a> Wellcomm Tales Toolkit S+L Targets Early Years	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4832

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>	3,4
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 24/25 Boom Reader Package 24/25	Positive parental engagement can support pupil progress and attendance  Effective parental engagement can lead to learning gains of +4 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,
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.	1,2,3,5

	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>	
Insight	Track English, Maths, Social, Emotional and Mental Health EEF+6 Months <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a>	1,2,4,5
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>	1,2,4
Member of Staff ELSA Trained	ELSA support in school to help support the emotional needs of identified pupils. ELSA acknowledges that children and young people learn best when they feel happier and their emotional needs are being addressed. <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> EEF +4	1,2,3,4,5

**Total budgeted cost: £ 10,118.45approx**

Part B: Review of outcomes in the previous academic year

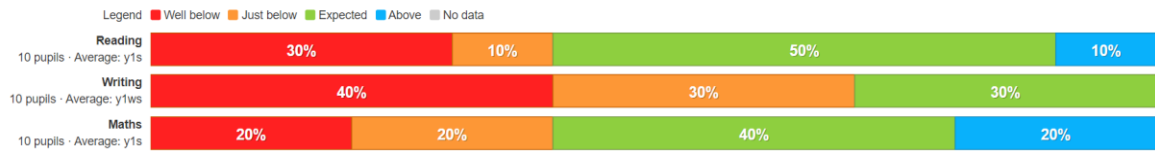
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023/24 school year

<p><b><u>Impact 2023/4</u></b></p> <p><b><u>EYFS</u></b></p> <p>No PP Until Summer 1</p> <p>Children Summer One Assessed 'On Track' (Rising 3) and 'ARE' (Nursery 23/24)</p> <p><b><u>Main School</u></b></p>
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Attainment Overview for Pupils in class 4, 3, 1 or 2, who are pupil premium - 2023-2024 Entry - Main Assessment

Print



Attainment Overview for Pupils in class 4, 3, 1 or 2, who are pupil premium - 2023-2024 Summer 2 - Main Assessment

Print



**Progress**

Progress Overview for Pupils in class 4, 3, 1 or 2, who are pupil premium - 2022-2023 Summer 2 to 2023-2024 Summer 2 Main Assessment

Print



NB:-2 Pupils have significant needs EHCP.

**Phonics**

100% Passed Y1 Phonic Screening Check June 2024

0% Passed Y2 Phonic Screening Retake June 2023 (1 EHCP Accepted)

**KS1 SATS (4 CHILDREN)- TAFS-School Assessment-Non Statutory 23/24**

4 Pupils – 1 Disapplied Data Based on 3/4 pupils

	Reading	Writing	Maths
<b>Expected</b>	33.3%	67%	33.3%
<b>Greater Depth</b>	33.3%		33.3%

**Nessy Y3 (PP)**

November 2023-Baseline Reading-3% (Reception) July 2024 Reading 30% (Y2) **Impact 27%**

November 2023-Baseline Spelling-8% (Y1.1) July 2024 Spelling 17% (Y1.4) **Impact 9%**

**MTC- Year 4 June 2024**

1 Pupil 23/25

1 pupil 24/25