



Birches First School

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



Pupil Premium Strategy Statement 2025/26

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 25/26 \(September 25\)](#)

Detail	Data
Birches First School	
Number of pupils in school	172 including YR/YN
Proportion (%) of pupil premium eligible pupils	Government Report 6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	
Pupil premium lead	Mr K Goodridge
Governor / Trustee lead	Mr T Field

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,635
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 (85.4%) that of peers and a greater proportion are classed as persistent absentees (50%).
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 (YR/1/2) 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 25-26	Ch closely monitored and attendance clinics/support mechanisms in place to ensure PP children attend school regularly.

Activity in this academic year 2025 2026

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 £: 6,776

Activity	Evidence that supports this approach	Challenges 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' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics School: Pupils attainment in phonics is below national expectations from Baseline Assessments. EYFS Communications and Language Approaches +7 month EEF-Early Literacy Approach	3,5
Improve standards for all children review the impact of curriculum Teachers employed to release curriculum leaders	EEF: 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment'(Effective Feedback +6 months) https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching School: Continual improvement of the quality of the curriculum through monitoring:-lesson observation, book scrutiny and pupil voice.	1,5

	Purchase of Historical Association/Geography Association	
Improve standards in Maths EYFS/KS1/2: Early Numeracy Approaches-Master the Curriculum-YN Ten Town Numbots Fluency Bee Y1-Y4 1 minute Maths Number Sense-Training EYFS TT Rockstars	EEF 'Early numeracy approaches typically increase children's learning by about seven months'. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches/technical-appendix Parents to have access to Ten Town/1 Minute Maths	1,5,3
Improve standards in Writing Interventions and resources (Quality Texts/Writing tools/Twinkl/Nelson/Nessy) The Place Value of Punctuation and Grammar 2nd Year Teaching Assistant in every Class every morning for interventions EEF +4 Months Spelling Shed implemented Embed PVPG	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions#:~:text=Teaching%20Assistants%20delivering%20targeted%20interventions&text=This%20approach%20typically%20involves%20a,the%20form%20of%20structured%20interventions. 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, Wellcom, NELI, Tales Toolkit, Deepening Understanding, Number Sense, White Rose, Fact Fluency	1,3,5

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

Budgeted cost: £1416

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide targeted intervention. One to One Reading Writing Interventions	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 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
Reading Comprehension Deepening Understanding/ Grammarsaurus	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies 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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement As above	1,2,3,5
Hands on Maths	Interventions use in Y2/3/4 in school and home +4 Months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement As above	1,5
Catch Up/Keep Up/SEND Programme LW	Interventions use in YR/12/3/4 in school and home +4 Months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement As above Links to LW sent to Parents	1,5,6
Oral Language Interventions	Approaches with an early years professional, who has been trained in the approach, working with a small group of children or individually to develop communication and language skills. +7 Months https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1,5

	Wellcomm Tales Toolkit S+L Targets Early Years	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,764.37

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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	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. Juniper Package 25/6 Boom Reader Package 25/26- Back to Reading Diaries 2026.	Positive parental engagement can support pupil progress and attendance Effective parental engagement can lead to learning gains of +4 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	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. 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.	1,2,3,5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Insight	Track English, Maths, Social, Emotional and Mental Health EEF+6 Months https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF +4	1,2,3,4,5

Total budgeted cost: £ 12, 956.37 approx

Part B: Review of outcomes in the previous academic year

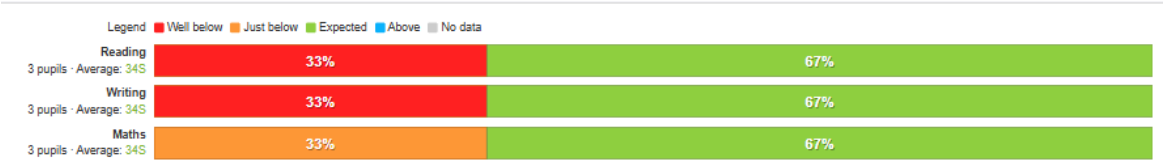
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024/25 school year

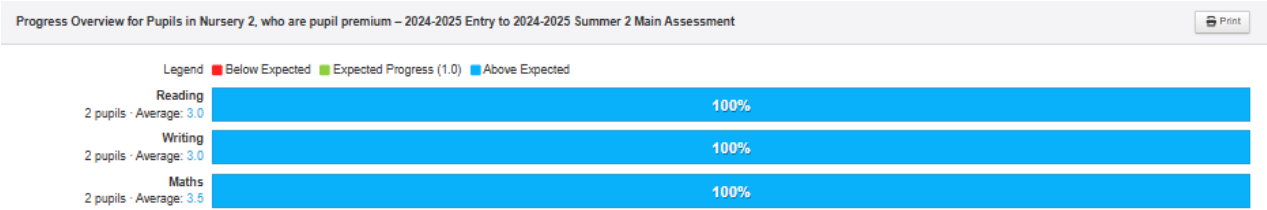
Impact 2024/5

EYFS

Nursery Attainment

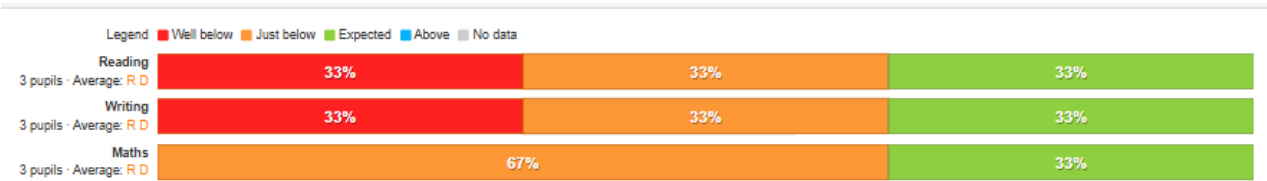


Nursery Progress

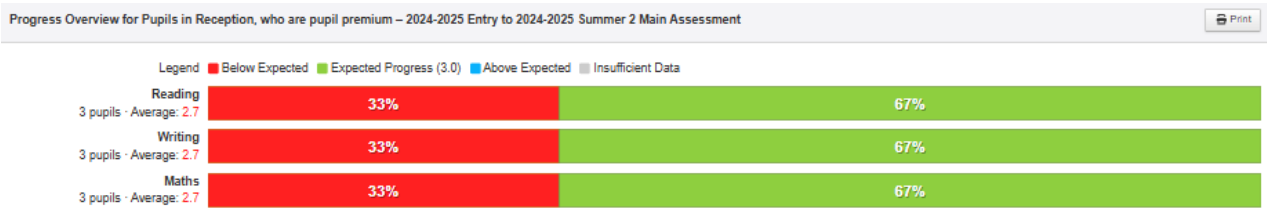


Reception

GLD 1/3



Reception Progress



Main School Attainment

Attainment Overview for Pupils in Years 1–4, who are pupil premium - 2024-2025 Summer 2 - Main Assessment

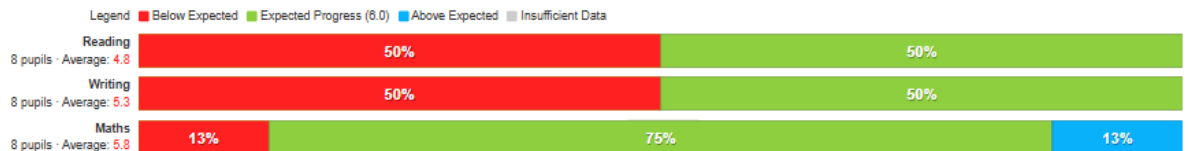
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Progress

Progress Overview for Pupils in Years 1–4, who are pupil premium – 2024-2025 Entry to 2024-2025 Summer 2 Main Assessment

Print



NB:-2 Pupils have significant needs EHCP.

Phonics

No PP Pupils in Y1

Nessy Y2 (PP) Reading

September 2024-**Baseline** Reading-6% (Y1.0) July 2025 Reading 37% (Y2.2) **Impact 31%(SEND)**

Nessy Y3 (PP) Reading

September 2024-**Baseline** Reading-22% (Y1.6) July 2025 Reading 24% (Y1.7) **Impact 2% (SEND)**

Nessy Y4 (PP) Reading

September 2024-**Baseline** Reading-3% (Y0.0) July 2025 Reading 26% (Y1.8) **Impact 13% (SEND)**

Nessy Y2 (PP)Spelling

September 2024-**Baseline** **Spelling** -12% (Y1.2) July 2025 **Spelling** 51% (Y2.6) **Impact 39%(SEND)**

Nessy Y3 (PP) Spelling

September 2024-**Baseline** **Spelling** -17% (Y1.4) July 2025 **Spelling** 32% (Y2.0) **Impact 15% (SEND)**

Nessy Y4 (PP) Spelling

September 2024-**Baseline** **Spelling** -8% (Y1.1) July 2025 Reading 20% (Y1.8) **Impact 4% (SEND)**

MTC- Year 4 June 2025

1 Pupil 15/25 (EHCP)

1 pupil 25/25

