

Birkwood Primary Pupil premium strategy statement

31.12.22

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. Our strategy uses the DfE 2022 guidance; [Using pupil premium: guidance for school leaders document](#).

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	Birkwood Primary School
Number of pupils in school	333 (44 nursery)
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022 – July 2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Paul Sabin
Pupil premium lead	Dan Wood Louise Wilkie
Governor / Trustee lead	Paul Sabin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,815
Recovery premium funding allocation this academic year	£17,690
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	N/A

Part A: Pupil premium strategy plan

Statement of intent

At Birkwood Primary School, we have high expectations of all pupils, irrespective of background. Our everyday practice is encapsulated by *The Birkwood Way*, where all children access a knowledge-based curriculum which encourages collaboration, leadership and independence. We expect all children to make good progress and achieve, including those eligible for pupil premium funding.

Research informs us that high quality teaching is the key to academic attainment. The [Great Teaching Toolkit](#) outlines four key strands which are central to our approach:

1. understanding the content we are teaching and how it is learnt
2. creating a supportive environment for learning
3. managing the classroom to maximise opportunities to learn
4. presenting content, activities and interactions to activate students' thinking

We have read and drawn upon the [EEF guide to Pupil Premium](#), the [Pupil Premium Menu](#) and the [EEF Guide to Supporting School Planning, a Tiered Approach](#), documents to create a plan to use pupil premium funding effectively to diminish differences and accelerate progress to support high aspirations for all. "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium." (Education Endowment Foundation).

The [Gathering and Interpreting Data](#) document has led us to identify our key priorities. The intention of our curriculum is to address those key aspects that our pupils need the most, non moreso than our disadvantaged pupils. Our aim is that there will be no difference in the achievements, academic or otherwise, between any groups of our pupils and to do this, we aim to ensure that all of our pupils have access to high quality teaching of a sequenced and progressively challenging knowledge based broad and balanced curriculum.

- To develop language acquisition, understanding and use of vocabulary
- To provide [diagnostic assessment](#) to identify specific needs quickly
- To provide targeted academic support by deploying teaching and support staff effectively and [making the best use of TAs](#)
- To provide targeted academic support for those pupils who are at risk of falling behind - those who need support to keep up
- To provide our pupils with the highest aspirations and enable them to experience and be aware of a wide range of possibilities for their futures

- To ensure pupils have access to high quality enrichment activities

We use [Read Write Inc.](#), the [Comprehension House](#) and [Scarborough's Reading Rope](#) to diagnose and plan for reading interventions. [The Simple View of Writing](#), supplemented with NFER materials and DofE Exemplification documents are used to identify gaps in writing.

Literacy is at the heart of our curriculum. We have identified that a successful reading culture in school, along with a VIPERS approach, has impacted positively on reading standards. Therefore, reading fluency is our next challenge. Following the [EEF Guide to Implementation](#), a plan to prioritise writing has been created. Through a thorough exploration of children's work, analysing key stage data and based on staff discussion, we have identified **modelling** in writing to be a key priority to improve consistency across key stages and ultimately to help all children achieve age related expectations.

The English Lead has created a Padlet of relevant research bespoke to Birkwood which contributes to the development of professional learning sessions to maximise high quality teaching, delivery, assessment and planning.

[Birkwood Reading Padlet](#)

[Birkwood Writing Padlet](#)

Our delivery of the teaching of maths is based on the belief that 'all children are capable of succeeding at mathematics' (NCETM, 2022). We are members of the South Yorkshire Maths Hub: Sustaining Group (Teaching for Mastery). Maths is delivered through structured teaching which is planned in small steps, consisting of interlinked, coherent and key concepts, built over time. Children develop the ability to apply their maths to a range of contexts and solve problems. Our key driver for this delivery is the NCETM - Five Big Ideas.

To support this approach, we have introduced the use of a CPA (Concrete, pictorial and abstract approach) where children use physical and visual aids to develop understanding of abstract topics. This approach has been rolled out, based on the recommendations from the NCETM (Teaching for Mastery Development) and the EEF (Improving Mathematics, 2022).

In 2021, we identified a need for development in times tables and fact fluency. The NCETM (2022) suggested that: 'Efficient, accurate recall of key number facts and procedures is essential for fluency, freeing pupils' minds to think deeply about concepts and problems.'

Further research suggested that 'learning facts so they can be recalled automatically frees up working memory, so avoids cognitive overload' (Willingham, Daniel T, 2009; cited in NCETM: Supporting Research, evidence and argument). With this in mind, we now deliver a program for daily fact fluency, which is delivered throughout school. To

compliment this, we have a whole school approach to the delivery of times tables (Based on a year-long CPD with Professor Jenny Field). We believe that, by developing number fact fluency, we are reducing cognitive overload and giving our children the best possible opportunity to develop and apply these facts across the maths curriculum.

To summarise, the following key principles are what drive Pupil Premium spending at Birkwood:

- High expectations
- Research
- High quality teaching and learning
- Diagnostic assessment
- Early intervention and catch-up provision
- Inclusive provision
- Emphasis on basic skills

We aim to ensure that our Pupil Premium Strategy underpins and enhances the school's overall strategic aims and planning. We review and report termly to the Governing Body the use and impact of the Pupil Premium grant.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy upon entry to school and across Key Stage 1, particularly in phonics and early reading
2	Low levels of language and vocabulary upon entry to school
3	Gaps in learning as a result of long periods of missed learning (Covid-19 pandemic)
4	Limited life experiences and aspirations
5	Rates of attendance and punctuality

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
All pupils become fluent readers to enable them to access a broad and balanced curriculum	<ul style="list-style-type: none"> • 80% of pupils achieving the expected standard in phonics at the end of Year 1 – 2022 result 81% • % of pupils achieving the expected standard in phonics at the end of Autumn term 2021 in phonics in Year 2 is at least 70% (82%) • % of pupils achieving the expected standard in phonics at the end of Year 2 is in-line with national for PP – Whole cohort 98% - PP 94%
Pupils develop high levels of speaking and listening skills and have a greater understanding of a wide range of vocabulary across the full curriculum	<ul style="list-style-type: none"> • Pupils use appropriate age related and where necessary subject specialist vocabulary across the curriculum • Pupils are able to articulate their views clearly during P4C sessions and across other areas of the curriculum • Writing assessments demonstrate that pupils use a varied range of ambitious vocabulary for their age range • Question level analysis of reading assessment papers demonstrate pupils increasing improvements in the understanding of vocabulary • VIPERS work within whole class reading sessions indicate use of age appropriate and wider vocabulary
<p>Pupils develop cognitive strategies through effective instruction eg: reviewing, recalling, sequencing, modelling, guided, paired and independent practice (Barak Rosenshein) (Tom Sherrington)</p> <p>EEF Cognitive Science Approaches in the Classroom: A Review of the Evidence</p>	<ul style="list-style-type: none"> • All lessons include review / recall • Teacher questioning includes checking understanding of all pupils • Small steps, models and scaffolds make learning accessible for all • Staged practice leads all pupils to success eg: guided – paired – independent
Pupils make rapid and sustained progress in reading, writing and maths	<ul style="list-style-type: none"> • Each year group makes greater than expected progress as a cohort – reviewed with end of year data. Assessment data from KS2 2022 show above National in all areas • Pupil Premium pupils as a 'cohort' make at least the same amount of progress as non-pupil premium pupils • In End of Key Stage assessments, pupil premium pupils perform at least as well as pupil premium pupils nationally • Tutoring takes place each day for Y5 and Y6 pupils to ensure pupils catch up with their peers

	<ul style="list-style-type: none"> Interventions prioritise Pupil Premium children in order to ensure catch up takes place
School achieves attendance target and there is a significant reduction in persistent absenteeism	<ul style="list-style-type: none"> Pupil Premium pupils' attendance as a 'cohort' is in-line with that of non-pupil premium pupils The vast majority of pupil premium pupils have an attendance of over 96%
Develop the cultural capital of disadvantaged pupils	<ul style="list-style-type: none"> Pupils have access to a range of arts and cultural opportunities across the year There is increased participation from Pupil Premium pupils in a full range of after school clubs and sporting events offered Pupil voice demonstrates increased confidence levels and high aspirations

Activity in this academic year

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: £ 70k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sustain Phase of implementation of Read, Write Inc:</p> <p>Training for all Drop ins and follow on coaching of FS and KS1 staff to ensure continued fidelity to scheme</p> <p>Targeted Training for</p>	<p>High impact for very low cost based on very extensive research – 5 months+</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. (EEF)</p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic</p>	1, 2, 3

<p>appropriate KS2 staff</p> <p>Targeted members of staff in KS1 x 2 to ensure pupils can be taught in ability groupings matched to current need</p> <p>Use of home reading books</p> <p>Subscription to online resources and virtual classroom</p> <p>1 morning release for Early Reading Lead to coach individual staff, staff CPD/practice sessions and assessment to ensure highly skilled practitioners and fidelity to scheme</p> <p>Strategic leader days with English Hub</p> <p>Additional adult in F2 to enable ability phonics groups and a quick start to early reading</p>	<p>awareness and their knowledge of letter sounds and patterns (graphemes). (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
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<p>Dialogic Feedback</p> <p><u>Teacher Feedback to Improve Pupil Learning</u></p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (EEF)</p> <p>Feedback can come from a variety of sources -- studies have shown positive effects of feedback from teachers and peers. (EEF)</p> <p>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload. (EEF)</p>	<p>2, 3, 4</p>
<p>Reading – The implementation of ‘Birkwood Library’:</p> <p><u>The Future of Primary School Libraries</u></p>	<p>Research has found that children who enjoy reading do better at school. For example, children who read for enjoyment made more progress in maths, vocabulary and spelling between the ages of 10 and 16 than those who rarely read (Sullivan & Brown, 2013).</p> <p>Research suggests that the primary school libraries need four factors in mind:</p> <ol style="list-style-type: none"> 1. A wide range of diverse books which are regularly refreshed i. Book stock in the library should engage a range of pupils’ own interests and support the curriculum for all phases in the school, fully representing the diversity of contemporary family life and society in a range of media. 2. An attractive and engaging library space to capture pupils’ imaginations i. The space should suit the profile of pupils who will use it and make it an exciting destination. 3. Trained, skilled staff managing the library. Access to a professional librarian through a schools library service, or network of schools, is the ideal. - area for development?? 4. The library at the heart of the wider school community To fulfil its potential, the library needs internal partnerships, integrating it with teaching and learning across the school. It needs to foster partnerships with parents to support reading at home and in families. It also needs partnerships with the local public library, the school's library service, local bookshops and important promotions like World Book Day. 	

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

Budgeted cost: £80k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 2 focused and specific interventions</p> <p>Year 2 additional breakfast club learning due to vulnerability of this cohort</p>	<p>Teaching Assistant interventions – Moderate impact for moderate costs based on moderate evidence – 4 months+</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. (EEF)</p> <p>The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. (EEF)</p> <p>Moderate impact for low cost based on moderate evidence – 4 months+</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF)</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. (EEF)</p> <p>Providing training to the staff that deliver small group support is likely to increase impact. (EEF)</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2, 3
<p>Additional one to one phonics teaching for the bottom 20% across F2 to Year 2</p>	<p>High impact for moderate costs based on moderate evidence – 5 months+</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for</p>	1, 3

	<p>pupils that are identified as having low prior attainment or are struggling in particular areas. (EEF)</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. (EEF)</p>	
<p>Targeted Year 6 support in order to close gaps created by periods of school closure</p> <p>Additional adult capacity in Year 3 (due to Y2 outcomes for disadvantaged) and 6 for focused interventions</p>	<p>Moderate impact for low cost based on moderate evidence – 4 months+</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF)</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. (EEF)</p> <p>Providing training to the staff that deliver small group support is likely to increase impact. (EEF)</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. (EEF)</p>	3

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

Budgeted cost: £20k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Opportunities for development of the arts and wider cultural experiences, including to raise aspirations by exposing pupils to increased experiences, opportunities and</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (EEF)</p>	2, 4

<p>possibilities through:</p> <p>Visits into school</p> <p>Visits out of school – with emphasis on opportunities to enhance key drivers of diversity and possibilities</p> <p>All pupils have opportunity to learn a musical instrument through Barnsley Music Services. Part funded music tuition</p> <p>Author Workshops</p>		
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Total budgeted cost: £170,000

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 2021 to 2022 academic year.

End of Year 6 assessment based on previous End of Key Stage 2 assessments:

Reading – 81% at expected standard and 26% achieving higher standard
Writing – 70% at expected standard and 6% achieving higher standard
Maths – 77% at expected standard and 28% achieving higher standard
Combined – 62% at expected standard and 6% achieving higher standard

A significant proportion of this cohort (40%) were disadvantaged. Of these pupils:

Reading – 79% at expected standard and 16% achieving higher standard
Writing – 53% at expected standard and 0% achieving higher standard
Maths – 74% at expected standard and 21% achieving higher standard
Combined – 53% at expected standard and 0% achieving higher standard

A significant proportion of Pupil Premium had low prior attainment based on their Year 2 outcomes:

57% in reading,
50% in writing
50% in maths

The cohort made accelerated progress.

Internal end of Year 2 assessment based on previous End of Key Stage 1 assessments:

Reading – 75% at expected standard and 10% achieving higher standard
Writing – 65% at expected standard and 2% achieving higher standard
Maths – 69% at expected standard and 10% achieving higher standard
Combined – 66% at expected standard and 0% achieving higher standard

A significant proportion of this cohort (44%) were disadvantaged. Of these pupils:

Reading – 68% at expected standard and 18% achieving higher standard
Writing – 68% at expected standard and 5% achieving higher standard
Maths – 68% at expected standard and 14% achieving higher standard
Combined – 68% at expected standard and 0% achieving higher standard

The school made significant investment in books and resources to support Early Reading and worked successfully alongside the English Hub. The decision was made in the summer term to change phonics scheme to Read, Write Inc to ensure fidelity to a validated scheme. The school achieved 82% in the Year 2 Autumn phonics screening check.

School excursions and residential opportunities resumed and 2 classes had the opportunity to learn a musical instrument through Barnsley Music Services.

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
Phonics	Read, Write Inc (Ruth Miskin)
Phonics	Fresh Start (Ruth Miskin)
Whole school music	Charanga
Whole School PSHE	1-Decision
Wellbeing and behaviour	Thrive
Times tables	TT Rockstars & Numbots
Spelling Strategies	Spelling Shed

Service pupil premium funding (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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

National Literacy Trust - Members working towards with the National Literacy Trust logo to use on the website, signage and letterheads.

Oral Language interventions - Launchpad for Literacy