

# Birkwood Primary Pupil premium strategy statement

## 31.12.24

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils. Our strategy uses the DfE guidance.

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	393
Proportion (%) of pupil premium eligible pupils	31.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2023 – July 2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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	£164,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> 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 more so 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 further develop language acquisition, understanding and use of vocabulary
- To develop oracy and communication
- 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 continue to provide pupils with the highest aspirations and enable them to experience and be aware of a wide range of possibilities for their futures

- To continue provision of and access to high quality enrichment activities

We use [Read Write Inc.](#), the [Comprehension House](#), [Scarborough's Reading Rope](#) and a [fluency rubric](#) adapted from Zutell and Rasinski to diagnose and plan for reading interventions. [The Simple View of Writing](#) and [Birkwood Writing End Points](#) supplemented with DofE exemplification documents are used to identify gaps in writing.

Literacy is at the heart of our curriculum. Our successful reading culture, along with a structured and sequenced approach to teaching reading strategies, has impacted positively on reading standards. Therefore, reading fluency is our current focus. Following the [EEF Guide to Implementation](#), a plan to prioritise writing has been explored, planned, created and delivered. 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](#)

[Birkwood Talk for Learning 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 (sixth consecutive year). Through this group, we receive relevant CPD and training, to ensure our staff are proactive and confident in the teaching of maths.

Maths at Birkwood is delivered through a structured program, that is planned in small steps, which are interlinked, coherent and built over time. Our key driver for this delivery is the NCETM - Five Big Ideas.

This year, we have rolled out a new curriculum, which has been implemented with the vision of raising the standard of maths. It is endorsed by the NCETM, and intense training and support has been provided to ensure teachers and staff are confident in raising our standards.

To enhance this further, we believe in positive, early experiences of maths and number development. The NCETM (2022) suggests 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 suggests 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).

In order to support all children, when relating to relevant research, we have also adopted the NCETM's Mastering Number program which has been rolled out across EYFS and KS1. In addition, we have continued to deliver a program for daily fact fluency, which is implemented across KS2. Furthermore, we continue to experience success in progression through a whole school approach to the delivery of times tables (Based on a year-long CPD with Professor Jenny Field). We aim to reduce cognitive overload and give our children the best possible opportunity to develop and apply these facts across the maths curriculum.

To support our delivery, we adopt 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). It allows our children to develop their conceptual understanding through experiencing different representations of maths, promoting a deep and sustainable understanding.

Through our maths curriculum, we strive to promote a love for learning across mathematics; we believe that enjoyment is paramount. We believe that this is promoted by providing a rich and varied curriculum packed with meaningful opportunities for our children to become fluent mathematicians, who can problem solve and reason confidently. Developing mathematicians for the future.

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

- High expectations
- Research
- High quality teaching and learning
- Diagnostic assessment drives targeted interventions
- Early intervention and catch-up
- Inclusive provision
- Emphasis on basic skills
- Adaptive, flexible teaching meets and responds to all pupils' needs

We aim to ensure that our Pupil Premium Strategy underpins and enhances the school's overall strategic aims and planning. We monitor progress then review and report termly to the Governing Body the use and impact of the Pupil Premium grant to impact progress, standards and to close the attainment gap.

## 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 – EYFS Literacy 40% of PP Children achieved ARE
2	Low levels of language and vocabulary upon entry to school: Baseline Reception ARE = 38% Communication and Language / 8% Literacy - as of September 2024
3	Limited life experiences and aspirations – school population in first quintile of deprivation statistics
4	Rates of attendance and punctuality – School 94.7% attendance, Persistent absentees 15.5% – as of Dec 2024

## 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. School achieves at least National Average outcomes in KS1 Phonics Check	<ul style="list-style-type: none"> <li>86% of pupils achieving the expected standard in phonics at the end of Year 1: 2022 = 81%, 2023 = 91%</li> <li>Pupil premium pupils outperformed national average in phonics in 2024: 79% (National = 68%)</li> <li>100% of pupils achieving the expected standard in phonics at the end of Year 2 (whole cohort 100% - PP 100%)</li> </ul>
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"> <li>Pupils use appropriate age related and where necessary subject specialist vocabulary across the curriculum</li> <li>LA review identified vocabulary development across school as a strength 2023</li> <li>A Talk for Learning implementation plan for dialogic teaching has been explored, created and delivered identifying active ingredients for change</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils are able to articulate their views clearly, thinking for themselves</li> <li>• Writing assessments demonstrate that pupils use a varied range of ambitious vocabulary for their age range</li> <li>• Diagnostic of reading assessment demonstrate pupils increasing improvements in the understanding of vocabulary</li> <li>• Reading work within whole class sessions indicates use of age appropriate and wider vocabulary</li> <li>• ECTs have a clear understanding of the importance of vocabulary teaching in English lessons and across the curriculum</li> </ul>
<p>Pupils develop cognitive strategies through effective instruction eg: reviewing, recalling, sequencing, modelling, guided, paired and independent practice (<a href="#">Barak Rosenshein</a>) (<a href="#">Tom Sherrington</a>)</p> <p><a href="#">EEF Cognitive Science Approaches in the Classroom: A Review of the Evidence</a></p>	<ul style="list-style-type: none"> <li>• All lessons include review / recall</li> <li>• Teacher questioning includes checking understanding of all pupils</li> <li>• Small steps, models and scaffolds make learning accessible for all</li> <li>• Staged practice leads all pupils to success eg: guided – paired – independent</li> </ul>
<p>Pupils make rapid and sustained progress in reading, writing and maths</p>	<ul style="list-style-type: none"> <li>• Each year group makes greater than expected progress as a cohort – reviewed with end of year data</li> <li>• Overall, pupil performance KS2 combined outperformed national average in 2024 (75% which exceeds national average of 60%)</li> <li>• Pupil Premium pupils as a 'cohort' make at least the same amount of progress as non-pupil premium pupils</li> <li>• In End of Key Stage assessments, pupil premium pupils perform at least as well as pupil premium pupils nationally</li> <li>• Disadvantaged pupils combined = 53%, 45% National figure for disadvantaged pupils</li> <li>• Interventions prioritise Pupil Premium children in order to ensure keep up/ catch up takes place</li> <li>• 2024 times table check: MTC 20+=40/79% (16/76% PP) MTC 25 = 25/48% (14/56% PP) Pupil Premium average score: 20.1 National Average: 18.9</li> </ul>

School achieves attendance target and there is a significant reduction in persistent absenteeism	<ul style="list-style-type: none"> <li>Pupil Premium pupils' attendance as a 'cohort' is in-line with that of non-pupil premium pupils</li> <li>The vast majority of pupil premium pupils have an attendance of over 94%</li> </ul>
Develop the cultural capital of disadvantaged pupils	<ul style="list-style-type: none"> <li>Pupils have access to a range of technological, arts and cultural opportunities across the year</li> <li>There is increased participation from Pupil Premium pupils in a full range of after school clubs and sporting events offered</li> <li>Pupil voice demonstrates increased confidence levels and high aspirations</li> </ul>

## 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><b>Sustain Phase of implementation of Read, Write Inc:</b></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 appropriate KS2 staff</p>	<p><b>High impact for very low cost based on very extensive research – 5 months+</b></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 awareness and their knowledge of letter sounds and patterns (graphemes). (EEF)</p>	1, 2, 3

<p>Targeted members of staff in KS1 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>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><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>Feedback</b></p> <p><a href="#"><u>Teacher Feedback to Improve Pupil Learning</u></a></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>1,2, 3</p>
<p><b>Reading – The implementation of ‘Birkwood Library’:</b></p> <p><a href="#"><u>The Future of Primary School Libraries</u></a></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 &amp; Brown, 2013).</p> <p>Research suggests that the primary school libraries need four factors in mind:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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??</li> <li>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.</li> </ol>	

## 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
Year 1 focused and specific interventions	<p><b>Teaching Assistant interventions – Moderate impact for moderate costs based on moderate evidence – 4 months+</b></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><b>Moderate impact for low cost based on moderate evidence – 4 months+</b></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2

Additional one to one phonics teaching for the bottom 20% across F2 to Year 1 NTP	<p><b>High impact for moderate costs based on moderate evidence – 5 months+</b></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 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>	1, 2, 3
Targeted Year 6 support in order to close gaps in learning	<p><b>Moderate impact for low cost based on moderate evidence – 4 months+</b></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: £25k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Opportunities for development of the arts and wider cultural experiences, including to raise aspirations by</b>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></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</p>	2, 3, 4

<p><b>exposing pupils to increased experiences, opportunities and possibilities through:</b></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>	<p>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>	
<b>Attendance</b>	<p>Relevant CPD - Inclusive Attendance to Attendance Lead &amp; Attendance Officer</p> <p>Disseminated to whole staff</p>	4

**Total budgeted cost: £175,000**

## 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 2023 to 2024 academic year.

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

Reading – 79% at expected standard and 25% achieving higher standard

Writing – 85% at expected standard and 10% achieving higher standard

Maths – 85% at expected standard and 40% achieving higher standard

Combined – 75% at expected standard and 8% achieving higher standard

A significant proportion of this cohort (42%) were disadvantaged. Of these pupils:

Reading – 63% at expected standard and 16% achieving higher standard

Writing – 68% at expected standard and 5% achieving higher standard

Maths – 74% at expected standard and 37% achieving higher standard

Combined – 53% at expected standard and 5% achieving higher standard

The school made significant investment in books and resources to support Early Reading and worked successfully alongside the English Hub.

In 2024:

- The school achieved 86% in the Year 1 phonics screening check.
- The school achieved 100% in the Year 2 phonics screening check.
- Disadvantaged pupils in Y1 achieved 79% in the Year 1 phonics screening check.
- Disadvantaged pupils in Y2 achieved 100%

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	Sparkyards
Whole School PSHE	Bespoke resourced from 1-Decision
Wellbeing and behaviour	Motional work, Work with Compass Bee
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