

Pupil premium strategy statement – Birchensale Middle School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	598
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24 to 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Emma James
Pupil premium lead	Rachel Smith
Governor / Trustee lead	Andrew Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£291,196.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	N/A
Pupil premium funding carried forward from previous years.	£16,648.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£307,844.00

Part A: Pupil premium strategy plan

Statement of intent

The vision of our school is embodied in the words “Belong, Motivate, Succeed”. We believe in the value of every child who enters our doors. We strive to ensure that everyone feels they **belong** in our school community; happy, valued and respected. We lay the foundations of a love of learning that will **motivate** children, giving them a clear sense of purpose, resilience and enthusiasm for the rest of their lives. We recognise that every Birchensale pupil deserves the best and we aim to help them **succeed** by reaching their potential in every area of school life – academic, social, personal, physical and spiritual. We do this by ensuring that each child has access to an inclusive curriculum, which allows individuals the scope to explore their talents, stretches the most able and supports them when needed.

The allocation of our Pupil Premium budget is driven by our school vision and the school development plan. The funding is used to ensure that all pupils have the support and provision required to enable them to overcome any barriers and access all the opportunities that school has to offer.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality for PP pupils is below that of their peers. This obviously has an impact on their engagement and access to lessons/learning. Regular attendance monitoring shows that attendance for disadvantaged pupils is between 3 – 5% lower than that of their peers. Persistent absence is 28.5% for PP pupils compared to 13.99% for their non-PP peers.
2	Our behaviour tracking shows that many of the PP pupils struggle to regulate their behaviour and emotions. This is shown by the number of negative points accrued compared to peers: PP = -149, non-PP = - 90 Observations and pastoral discussions show that disadvantaged pupils are more likely to have low self-esteem and difficulties accessing the curriculum due to lost learning. Referral to external agencies for support in identifying underlying needs remains high. Referrals have been/are being made for 38 pupils, 22 of whom are disadvantaged.
3	A high proportion of our pupils enter the school with a reading age significantly lower than their chronological age. PP pupils make up a significant proportion (over 50%) of pupils requiring phonics catch up in KS2.

4	PP pupils are more likely to be on the SEND register and have a number of barriers to learning. 31% of disadvantaged pupils are SEND compared 20% of their peers. (Overall, 24% of pupils have SEND)
5	PP pupils achieve lower outcomes than non-PP peers. End of Key Stage 2 outcomes are lower for PP pupils than their peers. 25% of PP pupils achieved ARE compared to 50.6% of non-PP peers (May 2023)

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
Disadvantaged pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.	<p>End of 2024 SATS combined at 47% or greater</p> <p>End of 2025 SATS combined in line with national (2023 = 59%)</p> <p>Minimum 11% uplift in Reading and Maths by the end of 2024</p> <p>Minimum 17% uplift in Writing by the end of 2024</p> <p>End of 2025 SATS in line with national for Reading, Writing and Maths</p> <p>Pupils in key groups (PP, SEND) make progress in line with peers.</p> <p>Improved outcomes for key groups in both 2024 and 2025</p>
Improved reading skills among disadvantaged pupils across the school to ensure pupils can achieve the skills required to enable them to access the curriculum.	<p>Pupils read widely and often, with fluency and comprehension appropriate to their age.</p> <p>Accelerated reading quizzes for disadvantaged pupils show those regularly achieving 80% or above has increased by 50%.</p> <p>The number of pupils at expected reading age improves.</p> <p>Average Reading Age of Bottom 20% of readers makes accelerated improvement.</p>

Improved self-regulation and behaviour for learning skills among disadvantaged pupils across the school. Pupils will be more focussed on learning.	Behaviour reports show a decrease in the number of negative points for disadvantaged pupils. A reduction (by at least 30%) in the number of reports for disruption to learning. Disadvantaged pupils show improved engagement in wider life of school (at least 25% greater take up on activities offered).
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 1.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: £153,922.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Pixl assessment package. Training to be provided for key staff on effective use of the assessments and QLA analysis function.	Effective use of assessment data can inform teaching and ensure that learning is adapted to meet the needs of groups/individuals. Specific areas of development can be identified and interventions implemented accordingly. Diagnostic Assessment - EEF	1, 3, 5
Improve quality of Teaching and Learning to ensure improved	Following a consistent teaching and learning model that incorporates Rosenshines 10 research based principles of instruction and the Five-a-	2, 3, 4 & 5

<p>outcomes and wider life choices for our pupils. This will involve ongoing CPD for all staff and release time to observe good practice. Regular monitoring will be carried out by SLT and external advisers.</p>	<p>day approach to lesson delivery will help pupils develop improved learning behaviours and ensure that lesson delivery allows all learners to make progress. Pupils outcomes will improve along with their engagement in wider life of school.</p> <p>Teacher Toolkit - Rosenshine EEF Five-a-day</p>	
<p>Enhancement of maths teaching and curriculum planning through use of Maths Mastery and DfE guidance. Key staff will attend CPD and the school be part of a maths hub to gain support and advise from colleagues. Pupils will be trained to use concrete resources/manipulatives to enhance learning.</p>	<p>Maths Hubs and the Teaching for Mastery programme is having a positive impact on teaching, classroom practice and pupils developing a deeper and more secure understanding of maths concepts. Collaborative professional development approaches have led to improved learning across a number of schools.</p> <p>NCETM - Teaching for Mastery</p>	3, 4 & 5
<p>Improving reading skills for all pupils to enable access to all curriculum areas. Use the Reading Framework to audit provision and ensure teaching of reading meets expectations. CPD provided for all staff to improve understanding of how to develop reading skills (Tony Watmuff) – use of Comprehension Express</p>	<p>‘By the end of year 6, pupils’ reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English.’</p> <p><i>(Department for Education (2013). ‘The national curriculum in England. Framework document, September 2013’ London: Department for Education)</i></p> <p>Reading comprehension strategies</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>The reading framework - DfE</p>	3, 4 & 5

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

Budgeted cost: £ 76,961.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Delivery of Fresh Start Phonics intervention for identified pupils in all years with particular emphasis on KS2 pupils with skills below expectation.	Systematically teaching pupils the skills to decode new words by using phonics improves their reading ability and allows them to access the wider curriculum more effectively. Phonics intervention targeted at the pupils skills has been shown to have a positive impact. Phonics - EEF	3, 4 & 5
Numeracy and literacy intervention for Y6 pupils to close gaps towards ARE using Pixl diagnostic data.	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching. Teaching Assistant Interventions – Teaching and Learning Toolkit	3, 4 & 5
Numeracy/literacy intervention for Y7 pupils who failed to meet age related expectations at end of KS2.	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching. Teaching Assistant Interventions – Teaching and Learning Toolkit	3, 4 & 5

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

Budgeted cost: £ 76,961.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce tutor programme with admin day where tutees record their attendance and behaviour data. Tutors have a more secure understanding of their tutees and any issues that may be a barrier.	The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Working together to improve attendance - DfE	1, 5

<p>Rewards programme linked to attendance and behaviour.</p> <p>Short-, medium- and long-term events to encourage/promote good attendance and positive behaviour.</p>	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Behaviour Interventions-EEF</p>	<p>1 & 2</p>
<p>Careers programme incorporated into PSHE&C curriculum and themed days set up involving external providers.</p> <p>Pupils will be exposed to the opportunities post school and have improved aspirations.</p>	<p>Evidence shows that children start to form ideas about their future as they start primary school. By linking lessons in an age-appropriate way to different careers, training and skills, the programme will bring learning alive and inspire pupils about the world of work. It will also provide opportunities for pupils to meet employers and role models from a range of industries, helping to raise aspirations and link their learning to future skills, jobs and careers.</p> <p>DfE Careers Education</p>	<p>1, 2 & 5</p>
<p>Pastoral team development to enable all year teams to have allocated key person to support pupils, communicate with parents and liaise with staff.</p> <p>Use of external agencies to provide targeted support for pupil mental health and wellbeing.</p>	<p>There is good evidence to support the association between good mental health and education engagement and academic achievement. The benefits to preventing mental health problems in children and young people from arising, and intervening early where they do, can be significant for schools.</p> <p>The National Institute for Health and Care Excellence (NICE) advises that primary schools and secondary schools should be supported to adopt a comprehensive, 'whole school' approach to promoting the social and emotional wellbeing of children and young people.</p> <p>Promoting Mental Health DfE</p>	<p>1 & 2</p>

Total budgeted cost: £307,844.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Outcome: Children enthused and engaged with all aspects of school life, having a broad spectrum of opportunities in and out of the classroom.

Overall funding allocated to this outcome did provide value for money. Without the provision of Thrive, the Pastoral Mentor and the pastoral team many of our vulnerable learners struggle to engage with school and learning. Pupils have been able to participate more fully in the wider life of school due to the support received. There has been progress with engagement and access to learning.

The funding spent on supporting pupils to develop their understanding of careers and post 16 opportunities has had a positive outcome. The school have received positive feedback and recognition for the work that has been put in place to support careers. Pupils overall have shown improved engagement and participated well with the activities and events provided.

Funding spent on maths has allowed for pupils to receive additional support and improved resources. There is improved consistency in the delivery of the maths curriculum and on the whole pupils demonstrate more confidence. However, data from SATs results demonstrates lower than national expected proportion of pupils met ARE. This remains a key priority in the updated strategy.

Outcome: Parents have greater involvement with pupil progress and engagement in school.

We have held parents' evenings and provided regular opportunities for parents to work alongside key staff to improve outcomes for their children. Our Pastoral Team have worked closely with families to provide specific support plans to ensure more vulnerable pupils can attend school. These have led to improved attendance and engagement and parents have been happy with the support they have received.

Parents have been able to attend school for meetings but have also continued to be able to use virtual meetings where necessary. Information is regularly shared with parents through our website and through emails via Parentpay. Regular newsletters are sent to keep parents up to date. Pastoral Staff/SENCO contact the parents of more vulnerable pupils on a regular basis and work with them to implement strategies which allow the pupils to make optimum progress. The school have increased the staffing on the Pastoral Team allowing a greater number of pupils to receive 1:1/specific intervention to support mental health and wellbeing. Thrive sessions are in place for targeted pupils and other sessions.

The targets for the 2023/24 strategy are driven by the SDP and the RIP following our recent Ofsted inspection and the need to focus more on academic outcomes for our PP pupils.