



Pupil premium strategy statement – Birchensale Middle School

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	516
Proportion (%) of pupil premium eligible pupils	37.4% (193)
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	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Emma James
Pupil premium lead	Kaly Phelan
Governor / Trustee lead	Zoe Wetherly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£295,564.00
Pupil premium funding carried forward from previous years.	£16,000.00 c
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>	£311,564.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, particularly disadvantaged students, make good progress and achieve high attainment across the curriculum, particularly in core subjects. Our aim is for all students to leave school well equipped to succeed in their future pathway.



The focus for our pupil premium strategy is to provide the necessary support for our disadvantaged students to enable them to achieve their potential. We will analyse and consider the challenges faced by vulnerable students and provide suitable support to meet their needs.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils. Our strategy focusses on the four key areas:

- High quality teaching;
- Literacy;
- Attendance; and
- Behaviour.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Good, consistent teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Students from low-income backgrounds don't learn differently. They need classrooms where behaviour is excellent, great teaching and a decent curriculum. Our strategy is focussed on what research states has the biggest impact on student outcomes.

We are focused on ensuring that our disadvantaged students have excellent rates of attendance. Students need to be in school and in lesson in order to access the high-quality provision on offer.

Students need a high standard of literacy to be able to fully access the curriculum and assessments. Students require a reading age of 16 to be able to access GCSE examination papers. We are working hard to improve reading ages for our pupils.

Pastoral care is focussed on the removal of barriers outside the classroom ensuring that students have access to the necessary emotional and welfare support required as well as ensuring that they are equipped and can continue their learning outside of the classroom. We aim that provision of targeted high-quality teaching and tutoring as well as providing the necessary targeted pastoral work to support students' social and emotional development.

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 has an impact on their progress, 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 has reduced since 23/24 which was 39.6% it is now currently 22.3% for PP pupils but 6.8% for non PP pupils.



2	<p>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:</p> <p>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.</p> <p>Referral to external agencies for support in identifying underlying needs remains high.</p>																		
3	<p>A high proportion of our pupils enter the school with a reading age significantly lower than their chronological age.</p> <p>PP pupils make up a significant proportion (over 50%) of pupils requiring phonics catch up in KS2.</p> <p>At or above benchmark = 42%</p> <p>Just below benchmark = 24%</p> <p>Needing intervention = 34%</p>																		
4	<p>PP pupils are more likely to be on the SEND register and have a number of barriers to learning.</p> <p>31% of disadvantaged pupils are SEND compared 20% of their peers. (Overall, 24% of pupils have SEND)</p>																		
5	<p>PP pupils achieve lower outcomes than non-PP peers.</p> <p>End of Key Stage 2 outcomes are lower for PP pupils than their peers.</p> <table border="1" data-bbox="400 1149 1425 1299"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>GPS</th> <th></th> </tr> </thead> <tbody> <tr> <td>PPG</td> <td>54.7%</td> <td>47.2%</td> <td>49.1%</td> <td>49.1%</td> <td></td> </tr> <tr> <td>Non-PPG</td> <td>59.5%</td> <td>56.5%</td> <td>56.5%</td> <td>60.3%</td> <td></td> </tr> </tbody> </table>		Reading	Writing	Maths	GPS		PPG	54.7%	47.2%	49.1%	49.1%		Non-PPG	59.5%	56.5%	56.5%	60.3%	
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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
<p>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>	<p>End of 2024 SATS combined at 47% or greater (42.7%)</p> <p>End of 2025 SATS combined in line with national (2023 = 59%)</p> <ul style="list-style-type: none"> Minimum 11% uplift in Reading and Maths by the end of 2024 (Reading uplift by 7.9%; maths remained as it was)



	<ul style="list-style-type: none"> ▪ Minimum 17% uplift in Writing by the end of 2024 (6.5%) ▪ End of 2026 SATS in line with national for Reading, Writing and Maths ▪ Pupils in key groups (PP, SEND) make progress in line with peers. ▪ 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>	<ul style="list-style-type: none"> ▪ Pupils read widely and often, with fluency and comprehension appropriate to their age. ▪ Accelerated reading quizzes for disadvantaged pupils show those regularly achieving 80% or above has increased by 50%. ▪ The number of pupils at expected reading age improves. ▪ Average Reading Age of Bottom 20% of readers makes accelerated improvement—using a reading intervention structure that follows the assess, plan, do, review structure. Implementing evidence based interventions such as Fresh Start Phonics and Lexia.
<p>The number of sanctions issued to disadvantaged students proportional to those of the nondisadvantaged students</p>	<ul style="list-style-type: none"> ▪ The proportion of sanctions issued to disadvantaged students should be in line with (or less than) the distribution in the cohort. A particular focus on sustained low levels of suspensions, and a reduced number of internal exclusions for FSM students is required to achieve this
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> ▪ Reduce the number of persistent absentees (PA) among disadvantaged students to below 20%. ▪ Overall attendance among disadvantaged students improves to at least 88% but with a target of 93% in line with 'other' pupils
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> ▪ qualitative data from student voice, student and parent surveys and teacher observations. ▪ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £181,372.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Pixl assessment package.</p> <p>Training to be provided for key staff on effective use of the assessments and QLA analysis function.</p>	<p>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.</p> <p>Diagnostic Assessment - EEF</p>	<p>1, 3, 5</p>
<p>Improve quality of Teaching and Learning to ensure improved outcomes and wider life choices for our pupils.</p> <p>This will involve ongoing CPD for all staff and release time to observe good practice.</p> <p>Regular monitoring will be carried out by SLT and external advisers.</p>	<p>Following a consistent teaching and learning model that incorporates Rosenshines 10 research based principles of instruction and the Five-a-day approach to lesson delivery will help pupils develop improved learning behaviours and ensure that lesson delivery allows all learners to make progress.</p> <p>Development and implementation of Birchensale SEND Super Six</p> <p>Pupils outcomes will improve along with their engagement in wider life of school.</p> <p>Teacher Toolkit - Rosenshine EEF Five-a-day</p>	<p>2, 3, 4 & 5</p>
<p>Enhancement of maths teaching and curriculum planning through use of Maths Mastery and DfE guidance.</p> <p>Key staff will attend CPD and the school be part of a maths hub to gain support and advise from colleagues.</p> <p>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.</p> <p>Collaborative professional development approaches have led to improved learning across a number of schools.</p> <p>NCETM - Teaching for Mastery</p>	<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	'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.'	3, 4 & 5
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	<i>(Department for Education (2013). 'The national curriculum in England. Framework document, September 2013' London: Department for Education)</i> Reading comprehension strategies Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. The reading framework - DfE	

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

Budgeted cost: £ 32,596.00

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
Rosetta Stone for EAL	+5 months (oral Language intervention)	5
Lexia- Reading Intervention	Evidence based reading comprehension intervention to target PP pupils to improve their reading ages.	3, 4 & 5

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

Budgeted cost: £ 32,596.00

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
Rewards programme linked to attendance and behaviour. Short-, medium- and long-term events to encourage/promote good attendance and positive behaviour.	+4 months Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Behaviour Interventions-EEF	1 & 2



<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. 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>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>1 & 2</p>
<p>Use of external agencies to provide targeted support for pupil mental health and wellbeing.</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. Promoting Mental Health DfE</p>	

Total budgeted cost: ££311,564.00



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: 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.

	Reading	Writing	Maths	GPS
PPG	54.7%	47.2%	49.1%	49.1%
Non-PPG	59.5%	56.5%	56.5%	60.3%

Outcome: Improved reading skills among disadvantaged pupils across the school to ensure pupils can achieve the skills required to enable them to access the curriculum.

2023/24 Average score in reading quizzes for PPG pupils Y6 = 70%, Y7 = 67%, Y8 = 67%

Based on EOY Star reading test 66% of disadvantaged pupils achieve either at or just below expected standard in reading.

- At or above benchmark = 42%
- Just below benchmark = 24%
- Needing intervention = 34%

At/Below 76 NRSS 11%

At/Below 85 NRSS 10%

Outcome: Improved self-regulation and behaviour for learning skills among disadvantaged pupils across the school. Pupils will be more focussed on learning.

Over 50% of PPG pupil received fewer than 10 negative behaviour reports over the whole year.

The average number of positive points for PPG pupils was 530 points per pupil compared with non-PPG 588.

Outcome: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Non-PPG Pupils

PPG Pupils



Academic Year	Aut	Spr	Sum
24/25	98.79%		
23/24	96.15%	96.16%	94.17%
22/23	95.09%	95.03%	93.81%
21/22	97.62%	94.57%	95.29%

The overall

Academic Year	Aut	Spr	Sum
24/25	97.76%		
23/24	92.99%	92.60%	90.82%
22/23	90.43%	89.83%	89.61%
21/22	95.52%	92.84%	93.54%

unauthorised absence rate for all pupils EOY 23/24=1.9%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers EOY 23/24 = 3.3%.

The percentage of all pupils who are persistently absent EOY 23/24 = 9.3 % and the figure among disadvantaged pupils EOY 23/24 = 29.5%

