

Pupil premium strategy statement – Birklands Primary 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	324
Proportion (%) of pupil premium eligible pupils	32% (104/324)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 – 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Amy Watson
Pupil premium lead	Jess Henderson
Governor / Trustee lead	Andrew Street

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,440.00
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
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>	£145,440.00

Part A: Pupil premium strategy plan

Statement of intent

The majority of Birklands Primary School's catchment live in areas classed as being one of the 10% most deprived area in England (based on IMD rankings).

Research indicates that common barriers for learning for disadvantaged children can be: poor language and communications skills, lack of confidence and low self-esteem, low literacy and numeracy skills, less support at home, attendance and punctuality issues, complex behavioural issues. Alongside this there may be more complex family situations that prevent children from flourishing.

All teaching staff at Birklands are involved in the analysis of data and have an awareness of those in receipt of additional funding via the pupil premium strategy.

Our key principles when implementing this strategy are:

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to at least meet nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSEs in English and Maths.

Achieving these Objectives:

- Deploy teaching assistants to year groups with higher percentage of pupil premium children improving opportunities for effective teaching and accelerating progress.
- 1-1/small group support via identified teaching assistant.
- Access to ELSA and/or Peace of Mind counselling.
- Pay for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Access professional music tuition as part of the curriculum.
- Fund those who wish to access 1:1 music tuition.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment of phonics in KS1.
2	Low attainment on entry to EYFS in all areas.
3	Parental engagement.
4	Attendance rates for pupils eligible for PP are below non-PP children. This reduces their school hours and causes them to fall behind on average.
5	Progress and engagement of PP is not maintained in KS2, due to lack of aspiration.
6	High ability pupils who are eligible for PP are making less progress than other high ability pupils across school.
7	Access to high achieving role models and positive role models within the community result in low aspiration.
8	Poor self-esteem and low confidence.

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
Improve Literacy and numeracy attainment in EYFS and Year 1.	Reading fluency improves. Gap between PP and non-PP decreases. Percentage attaining ARE or greater increases. Phonics attainment increases.
PP pupils' attainment in maths accelerates.	Gap between PP and non-PP decreases. Percentage attaining ARE or greater increases.
PP pupils' attainment in writing accelerates.	Gap between PP and non-PP decreases. Percentage attaining ARE or greater increases.
PP pupils' phonetical application accelerates.	PP outcomes in the PSC is in-line with national outcomes.
Improved self-esteem, emotional regulation and confidence for PP pupils.	PP pupils display the same confidence and positive approach to learning as non-PP. PP pupils are able to express feelings/emotions with greater clarity.
Access to all educational opportunities.	All children access visits, activities, residentials and music tuition if they wish.
Attendance for PP increases.	PP and non-PP attendance figures do not differ.

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: £ 60,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of a Level 5 Teaching assistant working in identified year groups, focusing on PP and phonics £30,000.00	Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	1, 2

Recruitment of a Level 5 teaching assistant working in identified year group, focusing on PP £30,000.00	Current Y3/4 cohort has 38% PP. Following the disruptive learning journey their formative years, strategic deployment of staff to facilitate discrete year group teaching in core subjects will maximise outcomes as opposed to grouping the pupils in mixed-ages classes.	1, 2, 5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £56,535.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Level 4 teaching assistant supporting the Year 6 cohort full-time, deployed to focus on targeted academic support for the PP pupils/to cover the class to enable the class teacher to deliver interventions. £28,500.00	The 'headline' attainment measure at the end of KS1 and KS2 (percentage of children achieving at least the expected standard in Reading, Writing & Maths) could indicate that COVID-related disruption has had a considerable impact on outcomes.	5,6
Deployment of a Level 2 teaching assistant to deliver structured interventions across school to targeted pupils. £25,500.00	A teaching assistant delivering one-to-one interventions provides tailored academic support that addresses individual learning gaps. This focused approach boosts confidence, accelerates progress and ensures PP pupils can access the curriculum more effectively.	5,6
Online resources and programmes eg LEXIA, TT Rockstars, SATs companion £2,535.00	Reading and maths attainment is below that of previous years. Baseline data across KS2 indicates lack of fluency in reading and low recall of key number facts. Those attaining the words read per minute has decreased from previous years' baselines. These programmes/apps can be accessed in school and at home.	1,2,5,6

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

Budgeted cost: £35,593.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peace of Mind counselling £4,988.00	Low aspiration and lack of confidence leads to lower engagement. A 'I can't' barrier is formed. Disadvantaged pupils often have a chaotic home and this impacts on their ability to focus and learn. Their chaotic families can lead to behaviour issues and lack of ability to regulate emotions or process situations they have been exposed to.	4,7,8

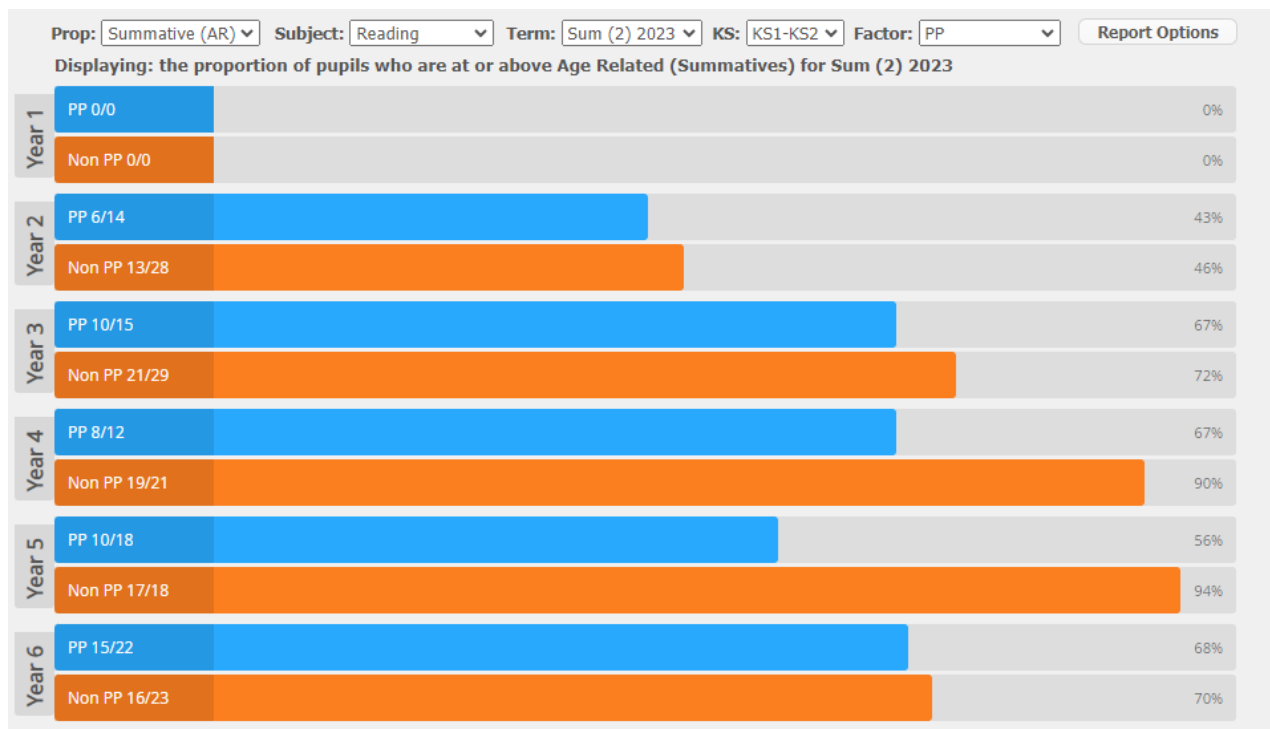
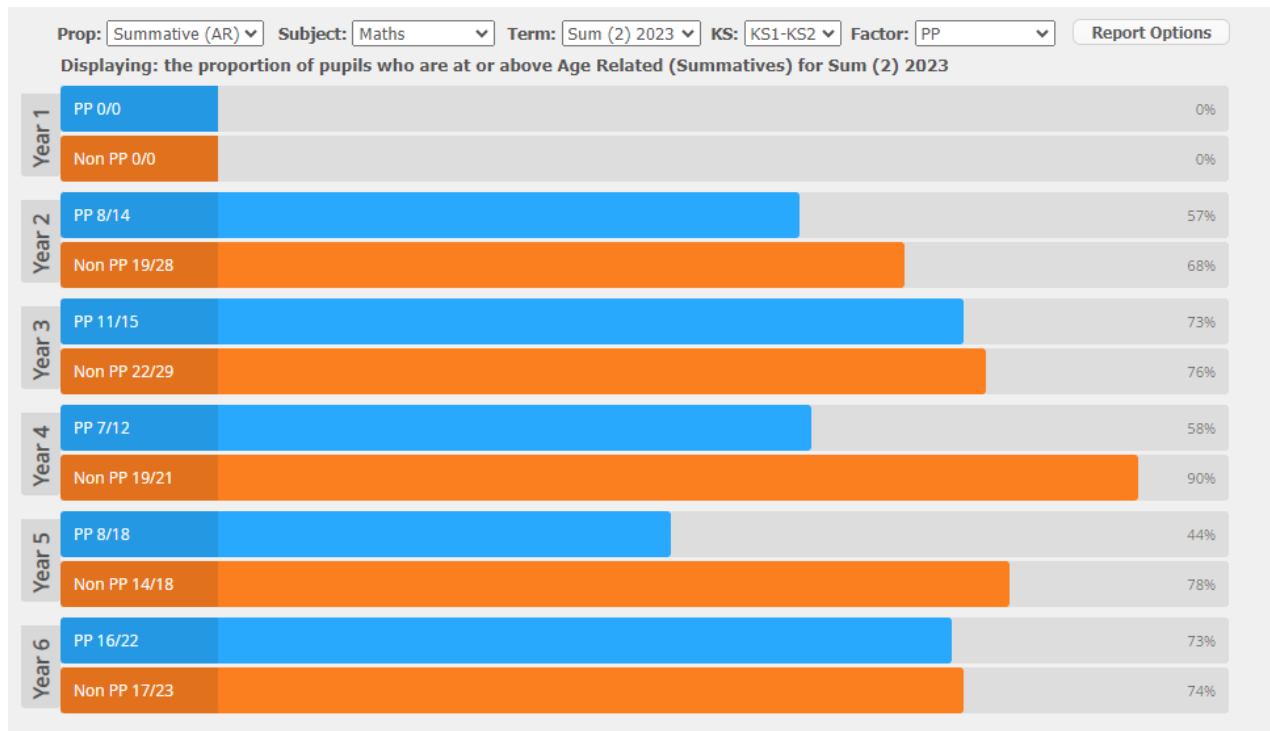
Magic breakfast providing every child with a free breakfast at the start of the day. £1,500.00	Hunger affects concentration. During COVID Birklands were able to opt to provide all PP and FSM families with a breakfast pack. Access to breakfast will continue, as the school now contributes to this programme.	4,8
Educational visits support. £5,000.00	For many of our pupils the only time they have out of their community is through educational visits or residential. It is essential for their own wellbeing and aspiration that they have opportunities beyond the local community. All visits are linked to the curriculum.	4,5,7,8
Music tuition £3,250.00	Every child has the right to learn to play an instrument	4,5,7,8
Attendance monitoring £10,880.00	The school employs a full-time attendance officer. Governors appreciate the amount of time perusing improvement in attendance takes via phone calls, home visits, letters and meetings.	4,5,7,8
Family Support Worker £9,975.00	A family support worker helps strengthen home-school links, ensuring disadvantaged pupils receive consistent guidance and care. This targeted support improves attendance, wellbeing and engagement, enabling PP	4,5,7,8

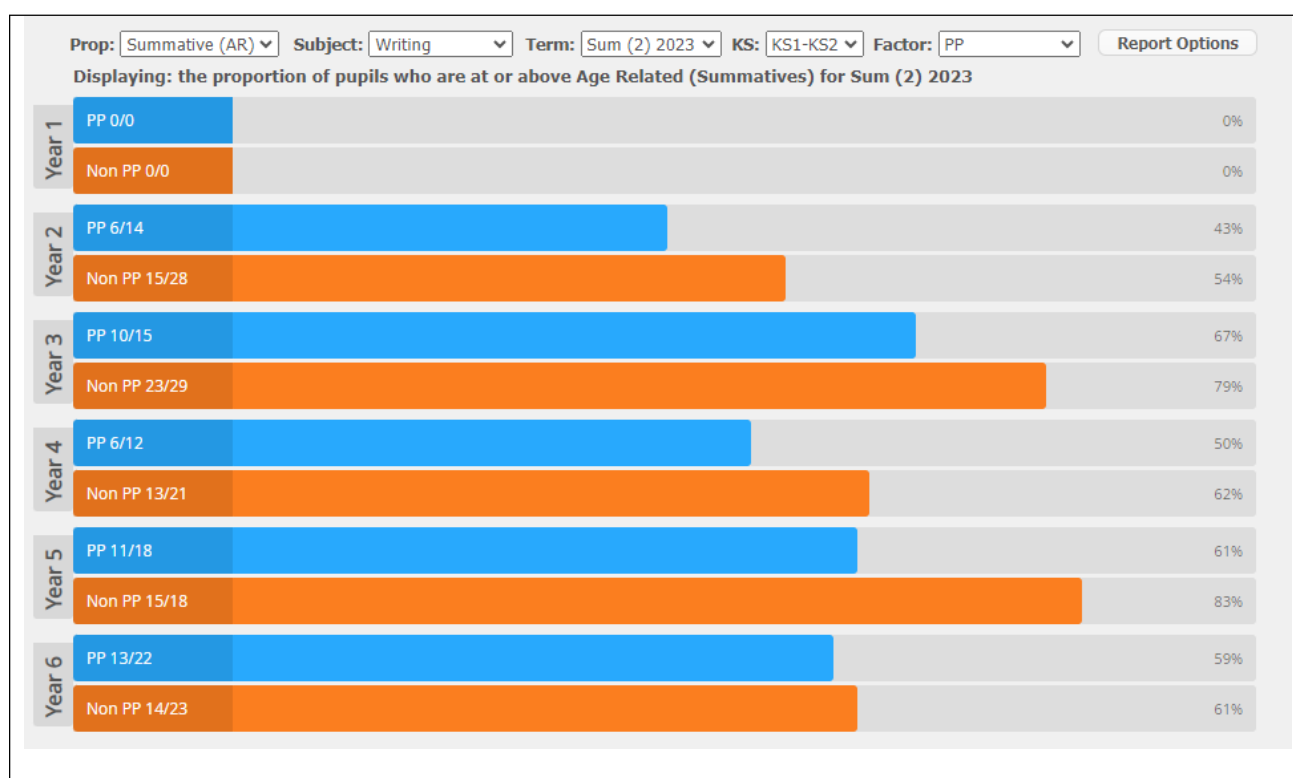
	pupils to thrive academically and socially.	
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Total budgeted cost: £ 152,128.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils





Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
LEXIA- reading intervention	
TT Rockstars	
ELSA	
Positive Role Models	Sports4Kidz

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)