# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](https://www.gov.uk/government/publications/pupil-premium).

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

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Birtley East |
| Number of pupils in school | 195 |
| Proportion (%) of pupil premium eligible pupils | 29.74% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022/2023 to 2025/26 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2023 (Reviewed in red)  September 2024 |
| Statement authorised by | Anna Diggle, Headteacher |
| Pupil premium lead | Laura Shepherdson, SLT |
| Governor / Trustee lead | Ian Bowater, Chair of Governors |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £96,030 + £3228 EYPP |
| Recovery premium funding allocation this academic year | £8,410 |
| 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 | £107,668 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.  We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified   adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Attendance data indicates that attendance among disadvantaged pupils is low.  Disadvantaged pupils have been persistently absent. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics. This negatively impacts their development as readers. |
| 3 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in English and mathematics. |
| 4 | Discussions and observations show a lack of enrichment opportunities for disadvantaged pupils. These challenges particularly affect disadvantaged pupils, including their attainment. |
| 5 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, vocabulary and spelling gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |

## 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.

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| Intended outcome | Success criteria |
| Improve attendance for disadvantaged pupils | Improved attendance for disadvantaged pupils in 2022-3 compared to 2021-2 |
| Improve the % of disadvantaged children achieving the phonics screening check and close the gap between PP and non PP children in reading. | Assessment data indicates the percentage of children achieving the phonic screening check has significantly improved since 2022.  The gap has significantly closed between PP and non PP children in reading between 2021-22 to 2022-23. |
| Narrow the gap between PP and non PP children in English and mathematics. | Assessment data, books scrutiny and observations demonstrate significant knowledge gaps, leading to pupils falling further behind age-related expectations, have reduced in English and mathematics. |
| Improve wellbeing and involvement of PP children | Renewed enrichment opportunities for disadvantaged pupils show a greater increase in participation. |
| Improve oral language skills, vocabulary and spelling. | Pupils’ oral language skills, vocabulary and spelling have been enriched indicating improved outcomes for children. |

## Activity in this academic year (2023-24)

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: £ *50,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training for all staff.  All staff to attend English and mathematics mid-year moderation checks to quality assure work in books. | Teacher training and coaching leads to ensuring secure delivery of quality first teach, in turn ensuring high quality provision and accelerated progress. | 2, 3, 5 |
| Ensure mastery approach to teaching mathematics is being utilised by using practical approaches and concrete resources to embed children’s understanding of mathematical concepts.  New resources purchased to allow teaching of mastery curriculum. NFER training for KS1 staff. | When taught to master maths, children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures.  The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  Improving Mathematics in Key Stages 2 and 3 | 3 |
| In English ensure quality texts lead to quality writing and ensure a range of genres are covered.  Staff to continue to attend training do develop their knowledge across a broad range of texts. This year the focus being poetry. | Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes | 2, 3, 5 |
| Ensure PP children have the opportunity to read daily.  Ensure children are reading regularly through introduction and monitoring of reading bags.  Reading bags implemented and monitored daily through house point system. Lowest attaining 20% to continue to engage in daily reading. Continue to buy class sets of novels to use a whole class readers to engage all children in reading for pleasure. | Regular reading increases fluency and comprehension.  Reading comprehension strategies focus on the learners’ understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.  [Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies) | 3, 5 |
| Ensure spelling is targeted through intervention.  Flipper intervention books purchased and implemented. Continue to monitor children who would benefit from daily spelling intervention.  New spelling lessons introduced to ensure spelling are taught and learned regularly usinf a range of strategies. Weekly homework set.  Purchase of Doodle spellings to be continued. | Approaches using phonics, orthographic (graphotactic or orthographic phonological spelling rules), and morphological instruction has a moderate to high impact on spelling performance. | 2, 3, 5 |
| Ensure high quality provision and accelerated progress, showing fidelity to the new phonics scheme, ensures all children are caught up quickly.  New reading books introduced through phonics scheme with expectation that children bring books to school daily to track reading progress.  Continue to pay for scheme and keep reading books updated. Purchase of Little Wandle fluency books to enhance the scheme. | By building a complete programme around the original content of Letters and Sounds, Little Wandle Letters and Sounds Revised provides schools with a full programme they can follow with fidelity, secure in the knowledge that its practices and materials have proved highly successful.  Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2, 3, 5 |
| Purchase of standardised NFER diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly.  Tests used to target strengths and weaknesses. To be continued. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: | 2, 3, 5 |

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

Budgeted cost: £17,668

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional mathematics sessions targeted at disadvantaged pupils who require further support.  TAs used to complete small group/ 1:1 interventions to ensure catch up of lowest attaining pupils. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 3 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.  Additional catch up sessions delivered daily as instructed in Little Wandle scheme to ensure gaps are closed without delay. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2, 3, 5 |
| Engaging with the National Tutoring Program to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.  Funding no longer available so children who are most vulnerable to receive weekly targeted intervention during the school day. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 4 |

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

Budgeted cost: £ *40,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Family Support worker to work alongside vulnerable families to provide enhanced support, ensuring barriers are tackled and overcome.  School Business Manager and Pupil Premium Lead to assist in monitoring and support of families. | * Engagement in Education * Improvement children’s attendance * Parenting support and outreach leading to * Building positive links with the school   Increased capacity to address parental needs (TAF / Social Care) | 1, 4 |
| Improve wellbeing and involvement of PP children.  House points system enhanced to motivate children.  School Dog to continue to work with vulnerable children to enhance well being. | Monitor wellbeing and involvement of pupils using Leuven Scales  Target individuals for group sessions for wellbeing. | 1, 4 |
| Provide social and emotional (ELSA) learning.  Children to continue to benefit from ELSA sessions. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) | 1, 4 |

**Total budgeted cost: £** *107,668*

# 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:

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| Academic Year 2020 to 2021.  *Improved attainment and progress in reading is evident in end of KS2 data with the school out-performing the LA. Greater depth reading and outcomes for girls was lower and will continue to be a target for this next academic year.*  *Again, KS2 summative data indicates progress in writing as the school out-performed the LA however greater depth writing was not achieved and strategies will be put into pace to target this area to increase attainment and progress, closing the gap between PP and non PP children in writing. Children have benefited from the approaches used in the primary writing scheme and pupils are becoming more confident in writing across the whole curriculum however the scheme doesn’t always allow for targeting greater depth and so new strategies need to be implemented alongside.*  *Progress in Mathematics is strong showing improved attainment on previous years however a decrease in children working at greater depth was evident by the end of KS2. Embedding a mastery approach through staff training and purchasing new equipment should drive improvements forward.*  *Phonics attainment and progress indicated a decline in children meeting the expectation. Lost learning through COVID has had a significant impact and improvements have been prioritised through purchase of a new phonics scheme.*  *Although attendance has not seen significant improvements, new approaches linked to wellbeing and achievement are being targeted and implemented this year to encourage improved attendance.* |
| *Academic Year 2022-23*  *Improved attainment and progress in reading is evident in end of KS2 data with the school out-performing the LA. Greater depth reading and outcomes for girls were targeted this year and outcomes have improved. Girls, Pupil Premium and EAL children out performed the LA in reading at both the expected and greater depth standards. This is an improvement on the previous two years.*  *Again, KS2 summative data indicates progress in writing with Pupil Premium and EAL groups both outperforming the Local Authority at the expected standard and Pupil Premium at the greater depth standard.*  *Progress in Mathematics is strong; attainment for all groups exceeded both LA and national data. The school significantly improved the number of children working at the greater depth standard compared to the previous two years and was significantly above both local and national data. Embedding a mastery approach through staff training and purchasing new equipment has helped to drive improvements forward.*  *At KS1 improvements were made in reading and mathematics at both the expected and greater depth standards from the previous year. Writing and boys attainment remains a target. Pupil Premium children out performed the LA in all areas at KS1.*  *Despite being slightly below both LA and national data, the Phonics Screening did see an improvement on previous years. Continuing to embed the new phonics scheme should aid future improvements.*  *Attendance has improved marginally (+0.9% to 94%) this academic year with a 0.3% rise for pupil Premium children and a decline in persistent absentees from 18% at the beginning of last academic year to 13%. New strategies for tracking attendance of vulnerable students to be embedded this academic year.* |

## 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*

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| Programme | Provider |
| TTRockStars/Numbots | TTRockStars/Numbots |
| Little Wandle Phonics | Little Wandle |
| Jigsaw PSHE | Jigsaw Education Group |
| Hooks into Books | Seven Stories |
| Doodle Learning | Doodle Learning |

## 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? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |