



PUPIL PREMIUM STRATEGY 2023-2024 ACADEMIC YEAR



Birley Primary Academy
A L.E.A.D. Academy

Pupil Premium Strategy Statement

Birley Primary Academy

This statement details our academy'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	562 (including Nursery) 527 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	29% (including Nursery) 30% (excluding Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Dawn McAughey
Pupil premium lead	Darren Ward
Governor / Trustee lead	Matt Jones

Funding Overview

Detail	Amount
Pupil Premium Funding allocation this academic year	£222,615
Recovery Premium Funding allocation this academic year	£22,475
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£245,090

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our aim at Birley Primary Academy is to provide all students, regardless of circumstance or background, with the opportunity to achieve to their full potential. To achieve this, we employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. Further to this, we promote all students having full access to the rich extra-curricular provision on offer at Birley Primary Academy. This ensures we develop well-rounded individuals who achieve their ambitions and flourish in life.

At Birley Primary Academy, common barriers to learning for disadvantaged pupils may include:

- less support at home
- weak language and communication skills
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues

There may also be complex family situations that prevent children from flourishing and performing at their full potential. The challenges are varied and there is no “one size fits all” plan for support; therefore, we ensure that our strategy is regularly reviewed and, if necessary, adapted to ensure that we are working towards our objectives.

At Birley Primary Academy, our ultimate objectives for disadvantaged pupils are:

- to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils at Birley Primary Academy
- for all disadvantaged pupils in school to meet or exceed nationally expected progress rates
- for all disadvantaged pupils to access the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life

At Birley Primary Academy, we endeavour to fulfil our objectives by deploying the following strategies:

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support

- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

If you wish this statement to be explained, then please ask to speak with Darren Ward, our Pupil Premium Leader, through contacting the main office. If you wish to find out more about the Department for Education’s policy for Pupil Premium then please follow this link:

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attendance</u></p> <p>Our data over the past few academic years indicates that overall attendance of pupils eligible for the pupil premium funding are between 3 and 4 percentage points behind those not eligible for pupil premium funding.</p> <p>The percentage of pupil premium children classed as persistently absent stands at 33% compared to 13% for non-pupil premium children for the 2022-23 academic year. This has been a typical picture over the last few academic years. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress and is therefore a significant challenge that needs overcoming.</p>
2	<p><u>Attainment – Diminishing the Gaps</u></p> <p>Internal assessments indicate that attainment of disadvantaged pupils is below that of non-pupil premium children in all core curriculum subjects in every cohort except for Mathematics in Y2 - which is broadly in line. Whilst we have had great success in diminishing gaps in the previous academic year, we now target diminishing these gaps further so that the gap is better than the national average gap in all cohorts where possible.</p>
3	<p><u>Special Educational Needs</u></p> <p>Within the academy, a significant number of our pupil premium children are also registered as having special educational needs. Due to the disruptions caused to education services over the past number of academic years, a number of our children are in the process of ascertaining a diagnosis or even an Education Health and Care Plan (EHCP).</p>

4	<p><u>Wider Opportunities</u></p> <p>For the large majority of pupil premium children, there has been a lack of opportunity to engage in educational visits, residentials, wider opportunity experiences – such as visiting places of worship, the theatre or music concerts – as well as opportunities to attend extra-curricular activities that would take place either before or after the school day due to the impact of the pandemic at school. Moving forwards, children eligible for pupil premium funding will be provided with opportunities to experience all of these opportunities despite their disadvantage with barriers removed.</p>
5	<p><u>Mental Health and Wellbeing</u></p> <p>Our assessments, observations and discussions with children and families have indicated that there is a significant increase in children with social and emotional issues for a variety of reasons.</p>
6	<p><u>Early Reading</u></p> <p>The key to pupils’ success is developing an enjoyment for reading as well as having the ability to read as this truly opens up the full curriculum to every child. Because assessments, observations and discussions with pupils suggest that disadvantaged pupils have greater difficulty with their phonics when compared against their peers, this negatively impacts their development as readers.</p>

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>Improve attendance of disadvantaged pupils across the academy</p>	<ul style="list-style-type: none"> • Improve overall attendance of pupil premium children to 92.5%. • To reduce the percentage of disadvantaged pupils classed as persistently absent to below 25%.
<p>To achieve and sustain an improved percentage of pupil premium children working at age-related expectations across all cohorts within the academy</p>	<ul style="list-style-type: none"> • In school tracking data and end of Key Stage assessments will show an increase in the number of children working at age-related expectations within each cohort, diminishing the gap between the disadvantaged and others significantly. • There will also be an increase in the number of disadvantaged pupils achieving the higher standard at the end of Key Stage 2.

<p>To improve SEND provision, where required, for pupils eligible for pupil premium funding.</p>	<ul style="list-style-type: none"> • To increase the number of pupil premium children with an EHCP • To improve provision for pupil premium children with SEND to ensure strong individual progress is being made by all.
<p>Improve cultural and childhood experience for all disadvantaged pupils across the academy</p>	<ul style="list-style-type: none"> • Cultural experiences are strategically planned and embedded within the Birley Curriculum. • A wide range of extra-curricular activities (either free or very low cost) are available to all pupils and results in a 3 year upward trend in the percentage uptake of our pupil premium children
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly the most disadvantaged.</p>	<ul style="list-style-type: none"> • We are wanting to achieve sustained high levels of well-being and mental health by 2023/24 demonstrated by: <ul style="list-style-type: none"> - Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations. - A reduction in the number of wellbeing / mental health concerns raised by members of the school community. Evidenced by reports and meetings held by our Mental Health Lead and Safeguarding Team. - Evidence from our behaviour tracker indicates that children are being supported with their mental health issues.
<p>Increase the percentage of disadvantaged pupils passing the phonics screening check by the end of Y1.</p>	<ul style="list-style-type: none"> • The gap between the disadvantaged and non-pupil premium children passing the phonics screening assessment will diminish to less than 10% • By the end of Y2, all pupil premium children – except children with specific SEND – will pass the phonics screening check.

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: £85,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue the implementation of the Commando Joes Character for All Curriculum across the academy to allow our pupils to develop important character traits that will support their academic learning.	Social and emotional learning approaches have a positive impact of 4+ months additional progress over the course of an academic year.	2, 4, 5
Continue the implementation of the Little Wandle Phonics Programme through purchasing more high-quality reading resources and allowing staff to complete appropriate CPD related to new catch up programmes.	The Education Endowment Foundation state that 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.	2, 6
Continue to enhance our teaching of mathematics across the academy through funding staff to access the Mastery Readiness programme CPD provided by the South Yorkshire Maths Hub.	The Education Endowment Foundation states that the impact of mastery learning approaches could be an additional five months progress, on average, over the course of the academic year.	2
Continue to enhance the teaching of Writing and GPVS throughout the academy through providing CPD and ongoing support with both the Active English and Active Spelling approaches.	The Active English and Active Spelling approaches have been designed so that children learn through images, actions and verbal reasoning using a spiral approach. Research has been used at every development stage of the programmes and each approach remains aligned with the latest research including the current EEF guidance reports and educational recommendations.	2

Support Early Careers Teachers with their practise to ensure that all pupils eligible for pupil premium funding are receiving good first quality teaching.	The Early Career Framework states that teachers must learn that 'High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds'	2, 3, 5, 6
Increase the working capacity of the academy's Special Educational Needs Co-ordinator at the academy.	The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. In light of this, our SENCO will oversee the implementation of five important recommendations from the EEF's <i>Special Educational Needs in Mainstream Education Report</i> .	2, 3, 5, 6
Purchase high quality schemes to support the implementation of the Birley Curriculum at the academy.	EEF evidence indicates that great teaching is the most important lever to improve outcomes for their pupil premium children; in addition to this though, the need for a strong curriculum to teach is also of significant importance.	2, 6
All subject leaders are to attend CPD for their areas of responsibility and cover for subject leadership time will be funded so that the quality of the curriculum experienced by disadvantaged pupils continues to improve.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, EEF research tells us that high quality teaching can narrow the disadvantage gap. It is therefore important that subject leaders are given the time to improve the teaching of their area of expertise/responsibility.	2
Fund an additional class teacher in our Year 6 cohort for small group tuition to accelerate progress of targeted children	Small group tuition, led by a class teacher, has an average impact of four months additional progress over the course of a year.	2

Targeted Academic Support

(For example - tutoring, one-to-one support, structured interventions)

Budgeted cost: £86,661

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Little Wandle Keep-Up Phonics Interventions are ran daily in FS2 and Y1, targeted at disadvantaged pupils who require further support to maintain pace with others. Further to this, Rapid Catch-Up and SEND interventions are used as appropriate in Y2 and upwards for all children, including pupil premium, who require it.</p>	<p>The Education Endowment Foundation state that 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.</p>	<p>2, 6</p>
<p>Provide targeted, structured interventions to children across the academy to begin diminishing the gaps between our disadvantaged and non-disadvantaged pupils in Reading. These include interventions such as Recovery Reading, Reading Eggs, Coram Beanstalk, Lexia and the Laurel Trust Project.</p>	<p>EEF indicates that 1:1 tuition can have a positive impact of +5 months. Further to this, intervention strategies designed to improve reading comprehension can have an overall benefit of +6 months.</p>	<p>2, 6</p>
<p>Provide targeted, structured interventions to children across the academy to begin diminishing the gaps between our disadvantaged and non-disadvantaged pupils in Writing. These include interventions such as 1:1 Writing Conferences and On Track Writing.</p>	<p>EEF indicates that 1:1 tuition can have a positive impact of +5 months. Further to this, intervention strategies ran by teaching assistants can also have a benefit of +1 month.</p>	<p>2</p>
<p>Provide targeted, structured interventions to children across the academy to begin diminishing the gaps between our disadvantaged and non-disadvantaged pupils in Maths. These include interventions designed by Every Child Counts, Overcoming Barriers to Maths & Mastery of Number Intervention.</p>	<p>EEF indicates that 1:1 tuition can have a positive impact of +5 months. Further to this, intervention strategies selected – the Every Child Counts interventions – showed that children can make +9 months progress through trials.</p>	<p>2</p>

Engaging with the National Tutoring Programme to provide a blend of 1:1 tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of these children will be disadvantaged.	Pupils will be selected for 1:1 tutoring across the academy using agreed National Tutoring Programmes – such as Third Space Learning – who were seen to increase progress of children accessing the programme by +7 months.	2
---	---	---

Wider Strategies

(For example - attendance, behaviour, wellbeing)

Budgeted cost: £72,529

Activity	Evidence supporting approach	Challenge number(s) addressed
CPD for Teaching Assistants related to behaviour management, with a particular focus on securing outstanding behaviour management techniques to support children with varying needs across the academy.	The EEF indicate that behaviour intervention can have a positive impact of up to +3 months.	3, 5
Fund the position of staffing working in their role to oversee attendance in order to continue to work at increasing the attendance of pupils eligible for the pupil premium funding	Actively involving parents in supporting their children's learning and development – including strategies to support parents with ensuring their children attend school – could have an impact of up to +4 months.	1
Funding for CPD related to 'Securing Good Attendance and Tackling Persistent Absence' and purchasing supporting resources for parents and carers and rewards for children.	Actively involving parents in supporting their children's learning and development – including strategies to support parents with ensuring their children attend school – could have an impact of up to +4 months.	1
Fund a percentage of the salaries for our pastoral team who offer support for children and families	Social and emotional learning programmes have been acknowledged by the EEF as having a positive impact of +4 months. Our pastoral team will be completing these	3, 5

eligible for pupil premium funding.	programmes with individual and small groups of children.	
Improve parental engagement with the academy so that parents are aware of the curriculum opportunities being delivered to their children	Actively involving parents by using approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting can have an impact of up to +4 months	2, 4
Provide pupil premium children with the opportunities to engage in enrichment activities	Activities which broaden a child's life experiences have been found by the EEF to have a predicted educational impact of; +3 months – Outdoor Learning +2 months – Participation in the Arts +2 months – Participation in the Sports	4
Complete Whole Staff CPD related to 'Zones of Regulation' and then implement approach across the academy	According to the EEF, Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.	5
Begin work with a children's author to develop a love for reading at the academy. Gareth Baker will become a Patron of Reading for the Academy and work groups of children, including those eligible for pupil premium funding, to create a Christmas Poetry Book written by KS2 children.	As recommended by the EEF, children need to be provided with a wide range of opportunities to communicate through writing and this requires us to develop children's motivation to write.	2

Part B: Review of the previous academic year

Outcomes for Disadvantaged Pupils

Foundation Stage 2

Early Years Foundation Stage children are expected to reach a Good Level of Development by the end of the academic year. At the end of the 2022-2023 academic year, 43% of pupils (6/14) eligible for pupil premium funding achieved GLD. The GLD outcome was similar to the previous academic year (45%) and compared to 82% of children who are not eligible for the funding achieving GLD. Compared to the previous academic year, the gap has widened by 6% due to an increase in the number of non-pupil premium children achieving GLD. Below is a breakdown of how pupil premium children and others compared in each of the prime areas.

	PSED			PD		CL		LIT			MA		UTW			EAD		GLD
Aspect	BR	MS	SR	FMS	GMS	S	LAU	W	WR	C	NP	N	PCC	NW	PP	CM	BIE	GLD
PP	100%	100%	93%	71%	100%	86%	86%	43%	50%	71%	57%	57%	71%	78%	71%	93%	93%	43%
Non-PP	98%	100%	96%	98%	100%	98%	98%	82%	82%	93%	87%	89%	93%	93%	96%	100%	96%	82%
Gap	+2%	0%	3%	27%	0%	12%	12%	39%	32%	22%	30%	32%	22%	15%	25%	7%	3%	39%

Evaluation and Next Steps

- From the beginning of the academic year, first quality teaching and intervention allowed the academy to target pupil premium children to achieve in identified areas, such as Fine Motor Skills, Mathematics, Literacy and Communication and Language. All of these areas showed significant improvements when compared to baseline assessments resulting in gaps diminishing in all of these areas.
- Typically, children eligible for pupil premium funding are entering the EYFS behind their peers and despite good accelerated progress made with 30% of pupil premium children (4 children) to get them on track to achieving GLD, overall achievement of GLD by pupil premium children compared to others is over 30%.
- Moving into Y1, the academy will look at intervention to support children with their Early Reading, Writing and Mathematics as well as supporting those children still requiring targeted work to bring about the desired improvements with their Fine Motor Skills as well as Communication and Language.

Year 1

In Year 1, pupils are assessed in Reading, Writing and in Mathematics. Pupils are expected to meet the expected age related standard (ARE) and for some pupils they will show that they are working at greater depth (GD). These assessments are completed by teachers. Further to this, Y1 pupils are expected to pass a national phonics screening check. This is a short assessment which checks if your child knows the first sounds and blends of sounds.

In the summer term of 2023, a phonics screening took place with the children in Y1 and on this screening, 52% of pupil premium children (12/23) passed the screening compared to 80% of non-pupil premium children

(53/66). The gap between the two groups has widened by 8% when compared to the previous Y1 cohort. Despite the best efforts of staff, a large number of children eligible for pupil premium funding were unable to blend for the majority of the academic year despite First Quality Teaching, Keep-Up Intervention and additional lessons and intervention specifically targeting blending.

Based on teacher assessments for July 2023, the majority of children eligible for Pupil Premium have made good progress in Reading (18/21; 86%), Writing (20/21; 95%) and Maths (20/21; 95%) from their starting points in September. Pleasingly, progress in the majority of core subjects was just as strong or better when compared against non-pupil premium children (Reading: 58/61 – 95%; Writing: 57/61 – 93%; Maths: 58/61 – 95%). In regards to all core subjects, attainment in all core subjects is in the table below compared to non-pupil premium children at ARE+ with comparisons also made against national average for your information.

YEAR 1	READING		WRITING		MATHS	
	Attainment ARE+	End of KS1 NA ARE+	Attainment ARE+	End of KS1 NA ARE+	Attainment ARE+	End of KS1 NA ARE+
Pupil Premium	50%	51%	45%	41%	55%	52%
Non Pupil Premium	72%	72%	72%	63%	83%	73%
Gap	-22%	-21%	-27%	-22%	-28%	-21%

Evaluation and Next Steps

- Pleasingly, the gap between pupil premium children and others at the academy is in line with the national gap at Reading but still below in Writing and Mathematics. However, it has been pleasing to see that none of the gaps have widened when compared to EYFS end of year data and that is down to the good progress made by the cohort as exemplified above.
- The next step is to ensure that we can accelerate the progress of targeted children in the Y1 cohort to ensure that attainment gap between pupil premium and non-pupil premium continues to diminish. This will be in all core curriculum subject areas.
- Further to this, specific targeting of pupil premium children in Phonics interventions remains a priority in Y2 to ensure that the overwhelming majority of pupil premium children required to take the Y2 Phonics Screening Check pass.

Year 2

In Year 2, pupils are usually assessed in Reading, Writing and Mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. These tests provide a starting point to measure progress for the pupils as they move through the school. These are the teacher assessments for July 2023.

Reading: Age-Related Expectations – 68%; Greater Depth – 22%

Writing: Age-Related Expectations – 61%; Greater Depth – 12%

Maths: Age-Related Expectations – 75%; Greater Depth – 14%

Combined: Age-Related Expectations – 54%; Greater Depth – 4%

Based on teacher assessments for July 2023, the majority of children eligible for Pupil Premium have made good progress in Reading (26/27; 96%), Writing (26/27; 96%) and Maths (26/27; 96%) from their starting points at the start of the academic year. Progress in all of the core subjects was as strong for pupil premium children when compared against others in all subjects (Reading: 38/41 – 93%; Writing: 39/41 – 95%; Maths: 40/41 – 98%). In regards to all core subjects, attainment in Reading, Writing is below non-pupil premium children at ARE and in line for Mathematics. Pleasingly, all of these gaps are either in line with or significantly above the national average.

YEAR 2	READING		WRITING		MATHS	
	Attainment ARE+	End of KS1 NA ARE+	Attainment ARE+	End of KS1 NA ARE+	Attainment ARE+	End of KS1 NA ARE+
Pupil Premium	54%	51%	46%	41%	75%	52%
Non Pupil Premium	76%	72%	69%	63%	76%	73%
Gap	-22%	-21%	-23%	-22%	-1%	-21%

Evaluation and Next Steps

- The gap between pupil premium and others is broadly in line with the national gap in reading and writing whilst being significantly above the national gap in mathematics where pupil premium children and others are performing in line with each other.
- Explore teaching approaches, strategies and interventions that have proven to accelerate progress of pupils in Reading, Writing and Maths to continue diminishing gap in Reading and Writing.

Year 3

In Year 3, pupils are given teacher assessments and their progress is tracked from their Key Stage 1 assessments.

Based on teacher assessments for July 2023, the majority of children eligible for Pupil Premium have made good progress in Reading (19/19; 100%), Writing (19/19; 100%) and Maths (19/19; 100%) from their starting point at the beginning of the academic year. Again, progress in all of the core subjects was as strong when compared against others in all core curriculum subject areas (Reading: 48/49 – 98%; Writing: 49/49 – 100%; Maths: 48/49 – 98%). In regards to all core curriculum subjects, attainment of age-related expectations in Reading, Writing and Maths is below non-pupil premium children but all areas are above the national average gap with this being significantly above in Mathematics.

YEAR 3	READING		WRITING		MATHS	
	Attainment ARE+	KS2 NA ARE+	Attainment ARE+	KS2 NA ARE+	Attainment ARE+	KS2 NA ARE+

Pupil Premium	60%	62%	55%	55%	70%	56%
Non Pupil Premium	76%	80%	71%	75%	82%	78%
Gap	-16%	-18%	-16%	-20%	-12%	-22%

Evaluation and Next Steps

- At the end of Y3, there are clear gaps in attainment between children eligible for pupil premium children and those ineligible for the funding; however, the gaps are smaller than the national average in Reading and Writing and significantly above the national gap in Mathematics.
- Continue to use the funding so that the attainment of ARE+ by pupil premium children continues to diminish so that it becomes in line with non-pupil premium children at the academy.

Year 4

In Year 4, pupils are given teacher assessments and their progress is tracked from their Key Stage 1 assessments.

Based on teacher assessments for July 2023, the majority of children eligible for Pupil Premium have made good progress in Reading (17/19; 90%), Writing (18/19; 95%) and Maths (15/19; 79%) from their starting point at the beginning of the academic year. Again, progress in all of the core subjects was as strong when compared against others in all core curriculum subject areas except for Mathematics (Reading: 49/53 – 92%; Writing: 50/53 – 95%; Maths: 53/53 – 100%). In regards to all core curriculum subjects, attainment of age-related expectations in Reading, Writing and Maths is below non-pupil premium children but all areas are above the national average gap with this being significantly above in Mathematics.

YEAR 4	READING		WRITING		MATHS	
	Attainment ARE+	KS2 NA ARE+	Attainment ARE+	KS2 NA ARE+	Attainment ARE+	KS2 NA ARE+
Pupil Premium	67%	62%	67%	55%	67%	56%
Non Pupil Premium	83%	80%	83%	75%	83%	78%
Gap	-16%	-18%	-16%	-20%	-16%	-22%

Evaluation and Next Steps

- At the end of Y4, there are gaps in attainment between children eligible for pupil premium funding and those ineligible for the funding; however, the gaps are smaller than the national average in Reading and Writing and significantly above the national gap in Mathematics.
- Continue to use the funding so that the attainment of ARE+ by pupil premium children continues to diminish so that it becomes in line with non-pupil premium children at the academy.

Year 5

In Year 5, pupils are given teacher assessments and their progress is tracked from their Key Stage 1 assessments.

Based on teacher assessments for July 2023, data analysis of pupils eligible for Pupil Premium would show that the progress of this group of children is significantly behind the progress made by others in all subjects. However, these progress figures are affected by a high number of pupil premium children, whose progress have been affected in different ways. There are children in the cohort who have significant SEND which significantly affects the amount of progress they can make. Further to this, there are other children that are experiencing extenuating home circumstances that has affected their readiness to learn, mental well-being and school attendance and overall, as a result of these circumstances, progress. We are working with all families and outside agencies at either MAST or at social care level to ensure all families are receiving the support they need to improve their education. Taking only the SEND children out as exceptions, progress becomes close to being in line with that of others; however, progress for the whole cohort is in need of improvement due to the high level of SEND across the cohort that is still being investigated but this has been significantly delayed by the COVID-19 pandemic. In regards to attainment, again, due to the circumstances outlined above, attainment of pupil premium children in this cohort is significant lower than others in all core curriculum subjects at ARE+ and significantly behind the national average gap.

YEAR 5	READING		WRITING		MATHS	
	Attainment ARE+	KS2 NA ARE+	Attainment ARE+	KS2 NA ARE+	Attainment ARE+	KS2 NA ARE+
Pupil Premium	45%	62%	35%	55%	42%	56%
Non Pupil Premium	74%	80%	61%	75%	74%	78%
Gap	-29%	-18%	-26%	-20%	-32%	-22%

Evaluation and Next Steps

- At the end of Y5, there are clear gaps in attainment between children eligible for pupil premium funding and non-pupil premium funding and the gaps are significantly higher than the national average.
- With evident gaps that still need diminishing, the academy will continue to explore teaching approaches, strategies and interventions that have proven to accelerate progress of pupils in Reading, Writing and Maths to continue diminishing gap with appropriate pupils.
- SENDCo to continue with chasing SEND referrals and complete EHCP process with identified children and try to ascertain funding to support children to access learning. Further to this, SENDCO to ensure provision is strong for high level of SEND need in year group.
- Use funding to provide additional staffing for the cohort due to the significant SEND needs found within the year group.

Year 6

In Year 6, the pupils take tests that are externally marked in Reading and Mathematics, Grammar, Punctuation and Spelling. Writing remains a teacher assessment which is moderated, often by the Local Authority.

Below are the results for the Y6 cohort in the 2022-23 academic year.

Reading: Age-Related Expectations – 73%; Greater Depth – 27%

Writing: Age-Related Expectations – 70%; Greater Depth – 22%

GPVS: Age-Related Expectations – 80%; Greater Depth – 32%

Maths: Age-Related Expectations – 76%; Greater Depth – 19%

Combined: Age-Related Expectations – 61%; Greater Depth – 6%

Below, you will find information upon how children eligible for pupil premium funding performed on the Y6 Statutory Assessment Tests compared to non-pupil premium funding.

YEAR 6	READING		WRITING		MATHS	
	Attainment ARE+	KS2 NA ARE+	Attainment ARE+	KS2 NA ARE+	Attainment ARE+	KS2 NA ARE+
Pupil Premium	56%	62%	52%	55%	48%	56%
Non Pupil Premium	78%	80%	88%	75%	88%	78%
Gap	-22%	-18%	-36%	-20%	-40%	-22%

Evaluation:

- Attainment of pupil premium children at the end of KS2 assessments was below that of others. In Reading, the gap was just above the national average gap by only 4% but the gaps in Writing and Mathematics was significantly higher than the national average gaps.
- Once the Analyse School Performance data is released, the academy will have the progress scores of pupil premium children and will be able to make comparisons with others both at the academy and nationally.

Summary against Intended Outcomes of

Challenge 1: Improve the attendance of disadvantaged children across the academy

- This year, the academy have seen improvements in regards to the overall attendance of disadvantaged pupils. At the end of the academic year, the attendance of disadvantaged pupils stood at 90.9% and persistent absence was 33%; both of these figures showed improvements on the previous academic year, which stood at 89.8% overall attendance and 41.7% persistent absence.
- Pupil Premium spend significantly improved the attendance of Pupil Premium children – particularly spending on attendance initiatives, such as 12 Days of Christmas and our Pupil Premium focused ‘Stay Away from PA’ competition that ran during the summer term.

Challenge 2: To diminish or sustain the gap between pupil premium children and others working at age-related expectations across all cohorts within the academy

- Due to the implementation of our pupil premium strategy - as well as the use of the recovery premium funding - we have strived to diminish the gaps between pupil premium children and others during the last academic year. Whilst the above data outcomes for each cohort show this in detail above, the table below creates a clear snapshot of whether gaps have been diminished, sustained or widened.

<i>PP vs Non PP</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	Sustained	Diminished	Diminished	Diminished	Diminished	Diminished
Writing	Sustained	Diminished	Sustained	Diminished	Widened	Diminished
Maths	Sustained	Diminished	Diminished	Widened	Diminished	Widened

The success of achieving this objective in the majority of subjects across all cohorts has been largely down to using the funding to support improvements to teaching and learning and curriculum design as detailed below.

Teaching and Learning

- During the 2022-23 academic year, the academy used a significant proportion of pupil premium funding to improve teaching and learning so that all pupils are recipients of first quality teaching.
- The academy continued to place a key emphasis on implementing the Little Wandle Phonics Programme and providing CPD for leaders and staff to ensure it is becoming embedded within our daily practice across the academy
- Two members of staff, including our Maths Subject Lead, completed the second year of the South Yorkshire Maths Hub’s Mastery Readiness Programme and this empowered them to lead CPD for all staff at the academy to bring about improvements in the teaching of the subject.
- Further to this, CPD related to the teaching of Grammar, Punctuation, Vocabulary and Spelling was accessed by all members of staff as LEAD Equate delivered training upon the Active English and Active Spelling approaches.
- Pleasingly, funding allowed key staff to work closely with our 3 ECTs at the academy and this supported them to pass either their first or second ECT year.
- Overall, through monitoring activities, the quality of teaching and learning is adjudged to be good with some pockets of outstanding practice. Monitoring activities have highlighted a need to improve teaching for fluency in the Reading lessons; therefore, work upon this will take place this year by our subject leader alongside the Lead Practitioner for English for the Trust.

Curriculum Offer

- In the 2022-23 academic year, the academy continued to strive to improve curriculum design. Subject leaders continued to access CPD related to areas of their expertise and worked tirelessly to bring about improvements to their subject areas as part of the new blocked curriculum design.
- Monitoring activities have highlighted that the academy would still like to strengthen a small number of Foundation Subjects and work upon this will continue during this academic year.
- Further to this, the academy continued with the implementation of our Character for All Education Programme ran by external provider Commando Joes. This was accessed by a large number of pupils over the course of the previous academic year and will now be delivered in line with the new blocked curriculum design for a full academic year after a prolonged period of absence due to ill-health.

Challenge 3: To improve SEND provision, where required, for pupils eligible for pupil premium funding, including increasing the overall number of children with EHCPs.

- Last year, we used pupil premium funding to increase the working hours of our SENDCO so that she was able to work four days at the academy as opposed to two.
- As a result of this, overall, the total number of children classed as having SEND has increased by 2% across the whole academy – with a number of these pupils being eligible for pupil premium funding.

- Further to this, the number of EHCPs that were applied for and successful during the last academic year was nine - with five of these being Pupil Premium children.
- Provision for SEND children was noted as a strength through the Trust's QA process and data across the academy shows that children are working above the national average for children with SEND.

	Reading		Writing		Maths	
Year 1	44%	26%	44%	17%	67%	29%
Year 2	44%	26%	44%	17%	50%	29%
Year 3	31%	37%	31%	26%	38%	34%
Year 4	33%	37%	33%	26%	50%	34%
Year 5	25%	37%	10%	26%	25%	34%
Year 6	53%	37%	33%	26%	53%	34%

Challenge 4: Improve cultural and childhood experiences for all disadvantaged pupils across the academy

- Through the academic year, the academy strived to improve cultural and childhood experiences found within the curriculum. The Birley Curriculum had a number of carefully planned experiences for children that included:
 - Attending a concert
 - Watching an orchestra
 - Visits – Space Centre, Creswell Crags,
 - Visiting Museum
 - Residential
 - Fieldtrips – Sheffield and Local Area
- All experiences were well-received and the academy continue to work hard to improve the experiences within The Birley Curriculum
- Further to this, the academy worked hard to ensure that a wider range of extra-curricular activities were on offer to children and these included DT Club, Secret Mission Clubs, Board Games club, Choir in addition to the huge amount of sporting activities on offer to children. For pupil premium children, these extra-curricular activities came at no extra cost and were well-attended. As this new academic year begins, the academy continue to bring about further improvements to our extra-curricular offer.

Challenge 5: To achieve and sustain improved wellbeing for all pupils in our school, particularly the most disadvantaged.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be impacted as a result of the pandemic; however, the number of referrals made to our Mental Health Lead and SEND-Co are remaining similar in numbers when compared to the previous academic year. We used pupil premium funding to provide wellbeing support for all pupils through funding our pastoral team. Further to this, targeted interventions were also identified and ran, where required.

Challenge 6: Increase the percentage of disadvantaged pupils passing the phonics screening check by the end of Y1.

- At the end of Y1, as previously mentioned, 12 out of 23 pupil premium children passed the Y1 Phonics Screening (52%). This compares to 53 out of 66 non-pupil premium children passing Y1 Phonics Screening last year (80%).
- As discussed previously, the gap was 28% compared to the previous academic year's gap of 20%. In terms of reasoning for this, a large number of children eligible for PP have been unable to blend for the majority of the academic year despite First Quality Teaching, Keep-Up Intervention and additional lessons and interventions solely focusing on the key skill of blending. Although this could be indicative of a potential SEND need, the academy have already targeted these children for further intervention as they begin Y2. They are also on the radar of our SENDCO to ensure referrals and assessments can be made and carried out as promptly as possible.

Externally provided programmes

Programme	Provider
Character for All Curriculum	Commando Joes
Keep Up Intervention Programme	Little Wandle
Becoming 1 st Class at Number	Every Child Counts
Reading Volunteer Programme	Coram Beanstalk
Lexia Core 5 Reading	Lexia
1 st Class at Number Parcel 1	Every Child Counts
Spag.com Instant Gap Analysis	Spag.com
1 st Class at Number Parcel 2	Every Child Counts
1:1 Online Tutoring	Third Space Learning
Times Tables Rockstars Subscription	Times Tables Rockstars
On Track: Reading	Rising Stars
On Track: Writing	Rising Stars