

2024-  
2027



# BIRLEY PRIMARY ACADEMY

## PUPIL PREMIUM STRATEGY AND IMPACT REPORT

# Birley Primary Academy

## Pupil Premium Strategy Statement

This statement details our academy's use of pupil 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	532
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
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	£223,480
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£223,480

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

#### Our Vision:

At Birley Primary Academy, we believe that all pupils have an entitlement to achieve their maximum potential regardless of their circumstances. We will provide opportunities to break through barriers, increase resilience and ensure that every child in our care is inspired to have aspirations not bound by their societal background. Additionally, inclusion is at the heart of all we do; as the leadership of the school, we will ensure that all resources are effectively deployed to ensure that every child has an equal opportunity to succeed. This is achieved through the early identification of barriers to learning; identifying why children are not achieving their potential and then putting in compensatory measures to support the child.

Our school's Pupil Premium vision puts children at the centre of the learning process, this is achieved through our bespoke *Birley Curriculum* which focuses on developing the children within our locality through identified curriculum drivers. We are also very keen to ensure the involvement of all stakeholders, including parents. We are aware that our school cannot effectively close learning gaps in isolation. We are determined to engage with families in supporting them and providing the necessary environment from which children can grow and develop.

We are keenly aware that as a school our provision for disadvantaged children must be of the highest quality; at the forefront of that effort must be outstanding classroom teaching and learning, without which few disadvantage children would succeed. We therefore firmly believe, as a necessity, that our provision to our disadvantaged children must be first and foremost a whole school approach and provision. Our high-quality teaching offer is dedicated to ensuring every child in the class has not only the opportunity, but the expectation to achieve highly and experience success. Furthermore, this investment in high-quality teaching is manifested in an investment in a senior leadership structure which is designed to ensure a coherent vision and vehicle for the provision of disadvantaged children, through a vast and specialised range of expertise. This expertise can be drawn on and unquestionably compliments the provision of teachers in the whole class learning environment.

#### Aims and Objectives

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><b><u>Raising Attainment in Core Subjects</u></b></p> <p>Internal assessments indicate that attainment of disadvantaged pupils is below that of non-pupil premium children in all core curriculum subjects. Whilst we have had great success in diminishing gaps in the previous academic years in which our former strategy ran, we are now targeting diminishing these gaps further so that the gap is better than the national average gap in <i>all</i> cohorts and that pupil premium children are attaining in line with non-pupil premium children where possible.</p>
2	<p><b><u>Improving Attendance</u></b></p> <p>Our data over the past few academic years indicates that overall attendance of pupils eligible for the pupil premium funding is behind those not eligible for the pupil premium funding. This is also the case in regards to the percentage of pupil premium children classed as persistently absent, which now stands at 29.6% compared to 11.8% for non-pupil premium children at the end of the 2023-24 academic year.</p> <p>Pleasingly, the impact of the pupil premium funding over the last 3 academic years (previous strategy) has seen the number of pupil premium children classed as persistently absent decrease significantly over all three consecutive academic years. Nevertheless, assessments and observations indicate that persistent absenteeism continues to negatively impact some of our disadvantaged pupils' progress and is therefore a significant challenge that we will continue working hard to overcome.</p>
3	<p><b><u>Special Educational Needs</u></b></p> <p>Within the academy, a significant number of our pupil premium children are also registered as having special educational needs (21.3%), which can add to the complexity of support and provision required by these children. It is important that provision for PP children, who are also on the SEND register, addresses all barriers specific to the child, including the use of a range of effective specific, measurable strategies and interventions. Regular communication between all parties involved in supporting the child's needs is crucial. Consistency and a common approach, will be most effective in increasing progress rate and raising attainment. Systematic reviews of strategies are in place to ensure the most</p>

	<p>effective practice for child and accountability documents are updated and shared at least termly with parents.</p> <p>However, 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) which requires significant work to be completed by staff within our setting, particularly our SENDCO. Therefore, the academy requires dedicated time for our SENDCO to help us address and resolve these problems.</p>
4	<p><b><u>Wider Opportunities: Curriculum Enrichment and Extra-Curricular Activities</u></b></p> <p>For the large majority of pupil premium children, there had been a lack of opportunity to engage in educational visits, residential or other 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. The academy have worked hard to ensure that we have developed a curriculum that is enriched and we use our pupil premium funding to ensure that our disadvantaged children are all provided with equal opportunity to experience all of this with barriers removed. Whilst we have seen great improvements in the number of disadvantaged children attending extra-curricular activities, work to continue improving this will continue so that we can increase numbers further and diminish the gap between disadvantaged and non-disadvantaged in terms of choosing to access our provision.</p>
5	<p><b><u>Mental Health and Wellbeing</u></b></p> <p>Children’s Personal, Social and Emotional Development (PSED) has been impacted upon over the years due to a lot of external factors – including the pandemic, cost of living crisis and difficult circumstances at home. Overall, children are less confident in being able to express their view points and there has been an increase in the number of issues that our pupils have and support that they require to develop good physical and mental well-being.</p>
6	<p><b><u>Early Literacy / Early Mathematics / Communication and Language</u></b></p> <p>Typically, attainment on entry at Birley Primary Academy has been below national expectations. This has been evident in Communication and Language, Literacy and Mathematics.</p> <p>Literacy and oral communication continues to be a focused area for our most vulnerable children. In order to ensure they access daily high-quality reading opportunities, as well as opportunities to broaden their vocabulary. Our assessments, discussions and observations also show underdeveloped numeracy and early mathematics skills for some of our pupil premium children. Work to address these prime areas will be the priority moving forward.</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><b>To achieve and sustain an improved percentage of pupil premium children working at both age-related expectations and the greater depth standard across all cohorts at the academy</b></p>	<ul style="list-style-type: none"> <li>• Our academy’s tracking data and end of Key Stage assessments will show an increase in the number of children working at both age-related expectations and at the greater depth standard within each cohort, with the gap between pupil premium children and others diminishing to below the national average gap at a minimum with evidence of pupil premium children performing in line with their peers across some cohorts and subjects.</li> <li>• There will also be an increase in the number of disadvantaged pupils achieving the higher standard at the end of Key Stage 2 so that they are performing in line with non-pupil premium children at the academy.</li> </ul>
<p><b>To improve the attendance of disadvantaged pupils across the academy</b></p>	<ul style="list-style-type: none"> <li>• Improve overall attendance of pupil premium children to above 94.5%</li> <li>• To reduce the percentage of disadvantaged pupils classed as persistent absentees to below 15%</li> </ul>
<p><b>To improve SEND provision, where required, for pupils eligible for pupil premium funding</b></p>	<ul style="list-style-type: none"> <li>• To improve provision for pupil premium children with SEND to ensure strong individual progress is being made by all</li> <li>• Where required, SENDCO will support specific pupil premium children to access effective support and provision through early identification of SEND needs.</li> </ul>
<p><b>To improve cultural and childhood experiences for all disadvantaged pupils across the academy</b></p>	<ul style="list-style-type: none"> <li>• Cultural experiences are strategically planned and fully embedded within the Birley Curriculum as part of our Birley Promise.</li> <li>• A wide range of extra-curricular activities (free of charge) are available to all pupils and results in a 3 year upward trend in the percentage</li> </ul>

	<p>uptake of our pupil premium children (50% at the end of 2023-24 academic year).</p> <ul style="list-style-type: none"> <li>• Analysis of data shows that our disadvantaged children are facing no barriers to attending extra-curricular activities resulting in the difference in uptake between pupil premium children and others being less than 10%.</li> </ul>
<p><b>To achieve and sustain improved well-being for our disadvantaged children at the academy</b></p>	<ul style="list-style-type: none"> <li>• To develop a well-being programme for all pupils at our academy, particularly our most disadvantaged.</li> <li>• Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations indicate that children are more self-aware, showing initiative and taking personal responsibility for their learning.</li> <li>• A reduction in the number of wellbeing or mental health concerns raised by members of the school community. Evidence by reports of meetings, held by SENDCO and Safeguarding Team.</li> <li>• Evidence from our behaviour tracker indicates that children being supported by their mental health issues are being supported with their classroom behaviour.</li> </ul>
<p><b>To focus upon the executive functions within the Early Years so that disadvantaged children are performing in line with their peers by the end of EYFS and KS1.</b></p>	<ul style="list-style-type: none"> <li>• Assessments and observations indicate significantly improved oral language amongst our disadvantaged pupils. C&amp;L interventions, including NELI and LEAP, will support the academy to diminish the gap to less than 10% in C&amp;L by the end of EYFS</li> <li>• To ensure that outcomes in EYFS, the Phonics Screening Check and at the end of KS1 show that disadvantaged children are performing in line with their peers at both age-related expectations and at the greater depth standard by the end of KS1.</li> </ul>



## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (such as 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.	1, 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.	1, 3, 6
Develop and embed the Reading PALS approach (peer teaching of reading) to support children in developing their reading fluency within lower KS2.	The EEF states that peer tutoring (+5 months) linked with reading comprehension strategies (+7 months) can have a significant impact on children's learning.	1, 3

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.	1, 3, 6
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.	1, 3
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> .	1, 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.	1, 3, 6
To establish teaching and learning communities – a coaching model to CPD	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	1, 3, 6

to enhance and develop practice across the academy	important that teachers are provided with time to work upon developing and improving their practice.	
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.	1, 3, 6
Fund an additional class teacher for a 0.3 contract to cover subject leadership time to ensure that children are receiving high-quality learning across the full curriculum.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. ‘Developing high quality teaching, assessment and a broad and balanced knowledge based curriculum which responds to the needs of the children’ is stated as a top priority; therefore, this intervention is to support the academy to achieve this.	1, 3, 4, 6

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

Budgeted cost: £65,051

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
The Little Wandle Keep-Up Phonics Interventions are ran daily in FS2 and Y1, targeted at disadvantaged pupils who require further	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.	1, 3, 6

<p>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>Provide targeted, structured intervention to children across our EYFS to begin diminishing the gap between our disadvantaged pupils and non-disadvantaged across the EYFS framework. These include Write Dance and Dough Disco to address GMS/FMS, Mastering Number for Number and Numerical Patterns and Drawing Club, LEAP and NELI to tackle Communication and Language.</p>	<p>The EEF states that Early Communication and Language approaches can have a benefit of +7 months whilst Early Literacy and Early Mathematics approaches can have an impact of +4 and +7 months respectively.</p>	<p>1, 3, 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>1, 3, 6</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.	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.	1, 3, 6
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.	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.	1, 3, 6

### Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £72,529

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for Teaching Assistants related to celebrating and empowering them in their role, with a particular focus on behaviour management techniques and delivery of intervention to	An increasing body of evidence, including from a number of EEF-funded evaluations, shows that targeted deployment, using well-evidenced interventions, can have a significant positive impact on attainment outcomes when implemented effectively of up to +5 months.	1, 3, 5, 6

support children with varying needs across the academy.		
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, 2, 3, 4, 5, 6
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, 2, 3, 4, 5, 6
Fund a percentage of the salaries for our pastoral team who offer support for children and families eligible for pupil premium funding.	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 programmes with individual and small groups of children.	2, 3, 4, 5
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	1, 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	4

	+2 months – Participation in the Sports	
Ring-fence and fund 5 positions in all of our extra-curricular activities for our Pupil Premium children so that all children have the opportunity to participate in clubs and activities beyond the academy day. This will include music tuition, Computer Explorers, Lego Club etc.	Planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.	4
Continue with 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.	3, 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.	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.	1, 4, 6
Develop a mental health and wellbeing offer for children across the academy using the expertise of key staff. This will include Mighty Minds, Zones of Regulation CPD and 1:1	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	3, 5

coaching with key personnel.		
Continue to raise aspirations within the academy for Pupil Premium children by continuing to be a recognised destination for accruing Children's University hours.	Planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.	4

**Total budgeted cost: £223,480**



## 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 2023-2024 academic year, 59% of pupils (10/17) eligible for pupil premium funding achieved GLD. The GLD outcome was significantly higher compared to the previous academic year (43%) and compared to 72% of children who are not eligible for the funding achieving GLD this year. Compared to the previous academic year, **the gap in attainment has significantly diminished by 26%**. Below is a breakdown of how pupil premium children and others compared in each of the prime areas. It is pleasing to note that targeted areas for pupil premium children, such as Literacy and Mathematics, saw **gaps diminish by over 20% in some areas of Literacy and over 10% in both areas of Mathematics**.

	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	88%	88%	88%	94%	100%	75%	81%	59%	69%	59%	59%	59%	88%	88%	88%	88%	88%	59%
Non-PP	92%	92%	92%	95%	92%	85%	87%	72%	74%	82%	74%	74%	92%	92%	92%	92%	92%	72%
Gap	-4%	-4%	-4%	-1%	+8%	-10%	-6%	-13%	-5%	23%	-15%	-15%	-4%	-4%	-4%	-4%	-4%	-13%

#### 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 because of accelerated progress to get them on track to achieving GLD, overall achievement of GLD by pupil premium children is now only 13% below when compared to others which is a significant improvement upon last year's gap of 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 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 class 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 2024, a phonics screening took place with the children in Y1 and on this screening, 59% of pupil premium children (10/17) passed the screening compared to 93% of non-pupil premium children (42/45). **The gap between the two groups has diminished when compared to the previous Y1 cohort as a result of the percentage of pupil premium children passing the check increasing by 15%.**

Based on teacher assessments for July 2024, the majority of children eligible for pupil premium funding have made good progress in Reading, Writing and Maths from their starting points. Progress in all of the core subjects was stronger for pupil premium children than non-pupil premium in English whilst progress was in line with that made by others in mathematics with one child not making the expected progress in the subject.

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	59%	56%	47%	44%	47%	56%
Non Pupil Premium	78%	75%	78%	65%	84%	75%
Gap	-19%	-19%	-31%	-21%	-37%	-19%

**Evaluation:**

- 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. Further to this, it has been pleasing to see that **the gap between disadvantaged and non-disadvantaged have diminished in Reading (by 13%) and Writing (8%) when compared to their EYFS end of year data**; however, the gap has only really been sustained in mathematics - which will form part of our next steps accordingly. Overall though, the improvements made is **a result of the good progress made by the overwhelming majority of pupil premium children within the cohort.**

**Next Steps:**

- The next step is to ensure that we can accelerate the progress of targeted children in the Y2 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 with a specific focus on both Writing and Mathematics.
- Further to this, specific targeting of the 7 pupil premium children through catch-up phonics interventions remains a priority in Year 2 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 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 class teachers. Further to this, specific Y2 children are expected to pass a national phonics screening check if they didn't meet the standard in Y1.

Based on teacher assessments for July 2024, **the majority of children eligible for pupil premium funding have made good progress in Reading (21/24; 88%), Writing (23/24; 96%) and Maths (22/24; 92%) from their starting points at the start of the academic year.** In all the core subjects, **progress was as strong for pupil premium children when compared against others in all areas** (Reading: 55/61 – 90%; Writing: 55/61 – 90%; Maths: 56/61 – 96%).

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	42%	56%	35%	44%	46%	52%
Non Pupil Premium	72%	75%	72%	65%	82%	73%
Gap	-30%	-19%	-37%	-28%	-36%	-21%

## Evaluation and Next Steps

- In regards to the core subjects, attainment in Reading, Writing and Mathematics is below non-pupil premium children at ARE and the gaps are bigger than the national average gap. **The gaps are widening due to a small number of children not making expected levels of progress** for individualised reasons that the academy are addressing on individualised levels.
- Implement teaching approaches, strategies and interventions that have proven to accelerate progress of pupils in Reading, Writing and Maths to continue diminishing gap in all core curriculum subjects.

## Year 3

In Year 3, 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 class teachers.

Based on teacher assessments for July 2024, **the majority of children eligible for Pupil Premium have made good progress in Reading (25/28; 100%), Writing (28/28; 100%) and Maths (28/28; 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	58%	62%	42%	55%	71%	59%
Non Pupil Premium	79%	80%	73%	75%	83%	79%
Gap	-21%	-18%	-31%	-20%	-12%	-20%

### 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 with the gap being at its biggest in Writing; however, the gap is broadly in line with the national average gap in Reading and significantly above the national gap in Mathematics. Although it may appear that gaps have widened when compared to the previous academic year, this is not the case and is a result of a large number of children joining the cohort.
- 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 with a particular focus on Writing.

### Year 4

In Year 4, 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 class teachers.

Based on teacher assessments for July 2024, **the majority of children eligible for Pupil Premium have made good progress** in Reading (18/20; 90%), Writing (20/20; 100%) and Maths (17/20; 85%) 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: 45/50 – 90%; Writing: 50/50 – 100%; Maths: 44/50 – 88%).

YEAR 4	READING		WRITING		MATHS	
	Attainment ARE+	KS2 NA ARE+	Attainment ARE+	KS2 NA ARE+	Attainment ARE+	KS2 NA ARE+
Pupil Premium	61%	62%	52%	55%	61%	59%
Non Pupil Premium	77%	80%	74%	75%	75%	79%
Gap	-16%	-18%	-22%	-20%	-14%	-20%

### Evaluation

- In regards to all core curriculum subjects, attainment of age-related expectations in Reading, Writing and Maths by children eligible for pupil premium funding is below non-pupil premium children. **However, pleasingly, all areas are either above or broadly in line with the national average gap.**
- 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 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 class teachers.

Based on teacher assessments for July 2024, the majority of children eligible for Pupil Premium have made good progress in Reading (18/20; 90%), Writing (20/20; 100%) and Maths (17/20; 85%) 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: 45/50 – 90%; Writing: 50/50 – 100%; Maths: 44/50 – 88%).

YEAR 5	READING		WRITING		MATHS	
	Attainment ARE+	KS2 NA ARE+	Attainment ARE+	KS2 NA ARE+	Attainment ARE+	KS2 NA ARE+
Pupil Premium	65%	62%	61%	55%	52%	59%
Non Pupil Premium	80%	80%	75%	75%	82%	79%
Gap	-15%	-18%	-14%	-20%	-30%	-20%

## Evaluation

- At the end of Y5, 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 but 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 with a strong focus upon mathematics 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 2023-24 academic year.

*Reading: Age-Related Expectations – 64%; Greater Depth – 20%; Writing: Age-Related Expectations – 52%; Greater Depth – 5%; GPVS: Age-Related Expectations – 61%; Greater Depth – 23%; Maths: Age-Related Expectations – 64%; Greater Depth – 9%; Combined: Age-Related Expectations – 46%; Greater Depth – 2%*

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	46%	62%	29%	55%	46%	56%
Non Pupil Premium	77%	80%	65%	75%	77%	78%
Gap	-31%	-18%	-36%	-20%	-31%	-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.
- The academy had a very high proportion of children who were eligible for pupil premium that had a significant number of disadvantages that prevented them from being able to attain age-related expectations. With these children taken out as exceptions, our attainment was much more in line with national averages for respective groups and the national average gap as can be seen below for Reading and Mathematics. Unfortunately, writing remained an issue; however, as can be evidenced, these exceptions do not include a large number of children who had significant SEND that affected their writing, such as speech and language difficulties or dyslexia.

YEAR 6 WITH EXCEPTIONS	READING		WRITING		MATHS	
	Attainment ARE+	KS2 NA ARE+	Attainment ARE+	KS2 NA ARE+	Attainment ARE+	KS2 NA ARE+
Pupil Premium	59%	62%	37%	55%	56%	56%
Non Pupil Premium	77%	80%	65%	75%	77%	78%
Gap	-18%	-18%	-28%	-20%	-21%	-22%

### Summary against Intended Outcomes of

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

- This year, the academy continue to see improvements in regards to the attendance of disadvantaged pupils. At the end of the academic year, the attendance of disadvantaged pupils stood at 90.7% and persistent absence was 29.7%. This is how attendance of disadvantaged pupils improved over the last three years of the plan:

Academic Year	Overall Attendance	Persistently Absent
2021-2022	89.8%	41.7%
2022-2023	90.8%	33.0%
2023-2024	90.7%	29.7%

- The academy have continued to work hard to bring about improvements to the attendance of disadvantaged pupils. Pleasingly, we have seen a significant reduction in the number of children classed as persistently absent over the last two academic years and work to continue improving this remains ongoing. Unfortunately, our target to attain 25% was not met; however, the academy believe that extenuating circumstances are the reason behind this. Unfortunately, a large number of children – significantly out of catchment – are being placed at our academy due to a lack of school places on offer within the city. As a result of this, with two families alone taken out as exceptions, our persistent absenteeism would fall to 24.1% and would have achieved our target.
- Pupil Premium spend continues to be used to try and improve the attendance of Pupil Premium children – particularly spending on attendance initiatives, such as for prizes for our weekly Birlopoly attendance assemblies, our end of term attendance initiatives – such as our 12 Days of Christmas - and our Pupil Premium focused events such as ‘Sleigh Away from PA’ and ‘Schoolz in Til Summer’ competitions that ran exclusively for our disadvantaged pupils.

#### **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. In the overwhelming majority of cohorts, there has been a clear diminishing of gaps. However, Y2 is a focus area for the disadvantaged children moving forward.

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.

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

Teaching and Learning

- During the 2023-24 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, our KS1 and KS2 Maths Subject Leads, completed the third 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 all to pass their 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 2023-24 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 the new blocked curriculum design will continue for a second full academic year.

### **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 were able to continue using 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 across the whole academy during the previous strategy – and we now have 29 children eligible for pupil premium funding that have a SEND.
- Further to this, the number of EHCPs that were applied for and successful during the last academic year was four – with two of these being children eligible for pupil premium funding. This follows last year’s total of nine - with five of those 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 in the majority of cohorts. The cohorts where they are not include Y1, without any significant data (low numbers) and Y4 and Y6, which have been discussed earlier.

	Reading		Writing		Maths	
Year 1	100%	28%	0%	19%	0%	32%
Year 2	55%	28%	45%	19%	64%	32%
Year 3	63%	39%	44%	29%	56%	36%
Year 4	21%	39%	29%	29%	29%	36%
Year 5	47%	39%	40%	29%	60%	36%
Year 6	29%	39%	14%	29%	24%	36%

#### **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 to support Curriculum Topics – Space Centre, Creswell Crags,
  - Museum Visits
  - Year 6 Residential
  - Sheffield and Local Area Fieldwork
- All experiences were well-received and, moving forward, the academy continue to work hard to improve the experiences within The Birley Curriculum with a brand new ‘Birley Promise’ being created to work alongside our newly established curriculum rationale during the upcoming academic year.
- 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 Cooking Club, Lego Club and a Birley 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 5 places on each of these clubs were ringfenced for them. As a result of this, over 50% of all pupil premium children attended an extra-curricular activity (which has now increased for two consecutive academic years) and work to continue increasing this further continues as this new academic year begins.

#### **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, such as Mighty Minds and the Zones of Regulation, were also identified and utilised, where required.

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

- In the summer term of 2024, a phonics screening took place with the children in Y1 and on this screening, 59% of pupil premium children (10/17) passed the screening compared to 93% of non-pupil premium children (42/45). The gap between the two groups has diminished

when compared to the previous Y1 cohort as a result of the percentage of pupil premium children passing the check increasing.

- As mentioned, the gap has diminished when compared to the previous academic year's gap. However, whilst the percentage of disadvantaged children achieving a pass in the Y1 Phonics Screening Check is increasing, the gap has not yet diminished to the target set at the beginning of this strategy (<10%).

## Externally Provided Programmes

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

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