

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	498
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 2025
Date on which it will be reviewed	July 2026
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	£216,645
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£216,645

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 academy'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><u>Raising Attainment in Core Subjects</u></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><u>Improving Attendance</u></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 28% compared to 6.1% for non-pupil premium children at the end of the 2024-25 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><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, 27.5%, (up from 21.3% last academic year), 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</p>

	<p>are in place to ensure the most 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><u>Wider Opportunities: Curriculum Enrichment and Extra-Curricular Activities</u></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><u>Mental Health and Wellbeing</u></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><u>Early Literacy / Early Mathematics / Communication and Language</u></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>To achieve and sustain an improved percentage of pupil premium children working at age-related expectations and the greater depth standard across all cohorts at the academy</p>	<ul style="list-style-type: none"> • 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. • 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. • Overall, the gap in attainment at age-expected standard between children eligible for pupil premium children and others is less than 15% across all core curriculum subjects by the end of Key Stage 2.
<p>To improve the attendance of disadvantaged pupils across the academy</p>	<ul style="list-style-type: none"> • Improve overall attendance of pupil premium children to above 93.5% • To reduce the percentage of disadvantaged pupils classed as persistent absentees to below 20%
<p>To improve SEND provision, where required, for pupils eligible for pupil premium funding</p>	<ul style="list-style-type: none"> • To improve provision for pupil premium children with SEND to ensure strong individual progress is being made by all • Where required, SENDCO will support specific pupil premium children to access effective

	<p>support and provision through early identification of SEND needs.</p> <ul style="list-style-type: none"> • Attainment of the age-expected standard by pupil premium children with SEND is above the national average (>40%) for all children with SEND across all core curriculum subjects
<p>To improve cultural and childhood experiences for all disadvantaged pupils across the academy</p>	<ul style="list-style-type: none"> • Cultural experiences are strategically planned and fully embedded within the Birley Curriculum as part of our Birley Promise. • 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 uptake of our pupil premium children (50% at the end of 2023-24 academic year). • Analysis of data shows that our disadvantaged children are facing no barriers to attending extra-curricular activities resulting in the uptake from pupil premium children being above 70% and that the difference between disadvantaged and non-disadvantaged uptake is less than 10%.
<p>To achieve and sustain improved well-being for our disadvantaged children at the academy</p>	<ul style="list-style-type: none"> • To develop a well-being programme for all pupils at our academy, particularly our most disadvantaged. • 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. • 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. • Evidence from our behaviour tracker indicates that children being supported by their mental health issues are being supported with their classroom behaviour.

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

- To ensure that **outcomes in the Phonics Screening Check** show that the **difference in attainment between disadvantaged and non-disadvantaged children is less than 10%**

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, 3, 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, 6

<p>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.</p>	<p>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.</p>	<p>1, 3</p>
<p>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.</p>	<p>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.</p>	<p>1, 3</p>
<p>Increase the working capacity of the academy's Special Educational Needs Co-ordinator at the academy.</p>	<p>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>.</p>	<p>1, 2, 3, 5, 6</p>
<p>Maintain the licences to continue the use of high quality schemes to support the implementation of the Birley Curriculum at the academy.</p>	<p>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.</p>	<p>1, 2, 3, 6</p>

<p>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.</p>	<p>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.</p>	<p>1, 2, 3, 6</p>
<p>Fund an additional class teacher for a 0.2 contract to cover subject leadership time to ensure that children are receiving high-quality learning across the full curriculum.</p>	<p>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.</p>	<p>1, 3, 4, 6</p>

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

Budgeted cost: £65,051

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</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>1, 3, 6</p>

<p>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 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 Reading Eggs, Coram Beanstalk, Little Wandle Rapid Catch Up and Lexia.</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>
<p>Provide targeted, structured interventions to children across the academy to begin diminishing the gaps between our</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>1, 3, 6</p>

disadvantaged and non-disadvantaged pupils in Writing. These include interventions such as 1:1 Writing Conferences and Rising Stars On Track Writing.		
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

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

Budgeted cost: £65,694

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 the delivery of intervention to support children with varying needs across the academy.	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
Fund the position of staffing working in their role to oversee attendance in order to continue to work at	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

increasing the attendance of pupils eligible for the pupil premium funding		
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.	1, 2, 3, 4, 5, 6
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 +2 months – Participation in the Sports	4, 5
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, 5
Continue with Whole Staff CPD related to 'Zones of Regulation'	According to the EEF, effective social and emotional learning (SEL) can increase positive pupil behaviour,	1, 3, 5

and then implement approach across the academy	mental health and well-being, and academic performance.	
Continue to 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 coaching with key personnel.	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	1, 2, 3, 5
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, 5

Total budgeted cost: £216,645

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 2024-2025 academic year, 33% of pupils (5/15) eligible for pupil premium funding achieved GLD. The GLD outcome was significantly lower compared to the previous academic year (59%) and significantly lower when compared to 73% of children who are not eligible for the funding that achieved GLD last year. Because of this, the **gap in attainment has increased to over 40%**. Below is a breakdown of how pupil premium children and others compared in each of the prime areas. However, it is extremely important to note that the pupil premium cohort within FS2 contained a large percentage of children with a high level of special educational needs (27%) affecting communication and language with 40% of pupil premium children already having a recognised special educational need identified by the end of FS2.

	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	76%	76%	65%	59%	88%	53%	53%	29%	29%	41%	35%	41%	47%	71%	53%	77%	82%	59%
Non-PP	96%	98%	87%	87%	98%	89%	87%	79%	77%	81%	92%	89%	87%	94%	89%	98%	98%	72%
Gap	-20%	-22%	-22%	-28%	-10%	-36%	-34%	-50%	-48%	40%	-57%	-15%	-40%	-23%	-36%	-21%	-16%	-13%

Evaluation and Next Steps

- Since the beginning of the academic year, the pupil premium cohort saw gains across the majority of the 17 areas of learning with the biggest improvements being made in Building Relationships, People, Culture and Communities and in Being Imaginative and Expressive
- Pleasingly, first quality teaching and intervention meant that gains were also made in key areas such as Writing, Word Reading and Number when compared to baseline; however, these were not as strong as desired.
- Moving into Y1, intervention will be required for children eligible for pupil premium children to improve attainment in core curriculum subjects so that the gap between pupil premium children and others begins to diminish so that they are performing more in line with one another.
- Finally, provision for our children with high level special educational needs will need to be explored and altered to improve accessibility to individualised curriculums that support our disadvantaged learners, particularly those with significant high level needs, to make individualised progress.

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 2025, a phonics screening took place with the children in Y1 and on this screening, 58% of pupil premium children (11/19) passed the screening compared to 84% of non-pupil premium children (32/38). The **gap between the two groups has diminished** for a second successive academic year when compared to the previous Y1 cohort **dropping from 34% down to 26%**.

Based on teacher assessments for July 2025, 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 for pupil premium children was in line with the progress made by non-pupil premium.

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%	53%	44%	65%	56%
Non Pupil Premium	79%	75%	77%	65%	77%	75%
Gap	-20%	-19%	-24%	-21%	-12%	-19%

Evaluation:

- Pleasingly, the gap between pupil premium children and others at the academy is **either in line or above the national gap in both Reading and Mathematics** and slightly above the national gap for Writing. Further to this, it has been pleasing to see that **the gap between disadvantaged and non-disadvantaged has diminished in Reading (by 6%) and Mathematics (6%) when compared to their EYFS end of year data**; however, the gap has slightly widened in writing – due to non-pupil premium children excelling in the academy and their attainment being above non-pupil premium children nationally rather than through lack of progress on pupil premium children. These improvement are **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 upon English, particularly Writing.
- Further to this, specific targeting of the 8 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 2025, **the majority of children eligible for pupil premium funding have made good progress in Reading (14/15; 93%), Writing (14/15; 93%) and Maths (15/15; 100%) from their starting points at the start of the academic year.** In all of the core subjects, **progress was as strong for pupil premium children when compared against others in most core curriculum subject areas** (Reading: 41/45 – 91%; Writing: 45/45 – 100%; Maths: 42/45 – 93%).

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	53%	56%	40%	44%	47%	56%
Non Pupil Premium	78%	75%	80%	65%	82%	75%
Gap	-25%	-19%	-40%	-28%	-35%	-19%

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 in English 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 2025, **the majority of children eligible for Pupil Premium have made good progress in Reading (24/26; 92%), Writing (26/26; 100%) and Maths (25/26; 96%)** 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: 49/56 – 88%; Writing: 56/56 – 100%; Maths: 52/56 – 93%). In regards to all core curriculum subjects, attainment of age-related expectations in Reading, Writing and Maths is below non-pupil premium children but **most core areas being above the national average gap.**

YEAR 3	READING		WRITING		MATHS	
	Attainment ARE+	KS2 NA ARE+	Attainment ARE+	KS2 NA ARE+	Attainment ARE+	KS2 NA ARE+
Pupil Premium	52%	60%	42%	58%	59%	59%
Non Pupil Premium	69%	78%	74%	77%	78%	79%
Gap	-17%	-18%	-32%	-19%	-19%	-20%

Evaluation and Next Steps

- At the end of Y3, there are clear gaps in attainment between children eligible for pupil premium and those ineligible for the funding with the gap being at its biggest in Writing; however, the gap is above the national average gap in Reading and Mathematics. This is a result of the gap being diminished across all core curriculum subjects during the 2024-2025 academic year.
- 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 2025, **the majority of children eligible for Pupil Premium have made good progress in Reading (25/26; 96%), Writing (26/26; 100%) and Maths (21/26; 81%)**

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: 44/47 – 94%; Writing: 47/47 – 100%; Maths: 45/47 – 88%).

YEAR 4	READING		WRITING		MATHS	
	Attainment ARE+	KS2 NA ARE+	Attainment ARE+	KS2 NA ARE+	Attainment ARE+	KS2 NA ARE+
Pupil Premium	57%	60%	43%	58%	60%	59%
Non Pupil Premium	71%	78%	67%	77%	79%	79%
Gap	-14%	-18%	-24%	-20%	-19%	-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. Despite this, most areas are above the national average gap with writing having the only gap that is below the national average gap. This is a result of the academy working hard to diminish gaps across all core curriculum subjects during the last academic year.
- Continue to use the funding so that the attainment of ARE+ by pupil premium children in Writing increases so that we continue to diminish the gap 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 2025, the majority of children eligible for Pupil Premium have made good progress in Reading (22/22; 100%), Writing (21/22; 95%) and Maths (21/22; 95%) 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: 51/52 – 98%; Writing: 52/52 – 100%; Maths: 47/52 – 90%).

YEAR 5	READING		WRITING		MATHS	
	Attainment ARE+	KS2 NA ARE+	Attainment ARE+	KS2 NA ARE+	Attainment ARE+	KS2 NA ARE+
Pupil Premium	57%	60%	57%	58%	48%	59%

Non Pupil Premium	79%	78%	74%	77%	75%	79%
Gap	-22%	-18%	-17%	-19%	-27%	-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 or close to 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 2024-25 academic year.

Reading: Age-Related Expectations – 77%; Greater Depth – 33%; Writing: Age-Related Expectations – 76%; Greater Depth – 17%; GPVS: Age-Related Expectations – 74%; Greater Depth – 30%; Maths: Age-Related Expectations – 73%; Greater Depth – 16%; Combined: Age-Related Expectations – 65%; 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	83%	60%	65%	58%	74%	59%
Non Pupil Premium	73%	78%	81%	77%	73%	79%
Gap	+10%	-18%	-16%	-19%	+1%	-20%

Evaluation:

- Attainment of pupil premium children at the end of KS2 assessments was above that of others at the academy in both Reading and Mathematics. In Writing, the gap was below the national average gap by 3%. This was a fantastic performance on the end of the KS2 assessments by our pupil premium children in last year's Y6 cohort.

Summary against Intended Outcomes of

To achieve and sustain an improved percentage of pupil premium children working at age-related expectations across all cohorts at the academy

Success Criteria:

- Our academy's tracking data and end of Key Stage assessments will show an increase in the number of pupil premium children working at age-related expectations within each cohort; resultingly, the gap between pupil premium children and others will diminish 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.
- Overall, the gap in attainment at age-expected standard between children eligible for pupil premium children and others is less than 15% across all core curriculum subjects by the end of Key Stage 2.

Due to the implementation of our pupil premium strategy, we have strived to diminish the gaps between pupil premium children and others during the last academic year as outlined in the success criteria above. Whilst the above data outcomes for each cohort shows 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 and Y5 are both focus areas for attainment of disadvantaged children moving into the next academic year.

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

In terms of achieving the overall target, which is to ensure that the gap between pupil premium children and others is below 15% in all core curriculum subjects by the end of KS2, this is how the academy have been performing in this 3 year window and compared to the starting position.

Subject	Pre Strategy Attainment; Gap	2024-2025 Attainment; Gap	2025-2026 Attainment; Gap	2026-2027 Attainment; Gap
Reading	PP 46%/NPP 77%; Gap -31%	PP 83%/NPP 73%; Gap +10%		
Writing	PP 29%/NPP 65%; Gap -36%	PP 65%/NPP 81%; Gap -16%		
Mathematics	PP 46%/NPP 77%; Gap -31%	PP 74%/NPP 73%; Gap +1%		

Challenge 2: Improve the attendance of disadvantaged children across the academy

Success Criteria

- Improve overall attendance of pupil premium children to above 93.5%
- To reduce the percentage of disadvantaged pupils classed as persistent absentees to below 20%

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 increased to 90.9% and persistent absence dropped to 28% - both showing improvements upon the previous academic year which was the beginning of the strategy. Both of these numbers are heading in the right direction to the targets set at the beginning of the strategy.

Academic Year	Overall Attendance	Persistently Absent
<i>Pre-Strategy</i>	90.7%	29.7%
2024-2025	90.9%	28.0%
2025-2026		
2026-2027		

- 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 four academic years and work to continue improving this remains ongoing so that we can achieve the targets set at the beginning of this 3 year plan.
- 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. Further to this, funding for staff dedicated to tackling attendance, with a particular focus on pupil premium children, is in place.

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

Success Criteria

- To improve provision for pupil premium children with SEND to ensure strong individual progress is being made by all
- Where required, SENDCO will support specific pupil premium children to access effective support and provision through early identification of SEND needs.
- Attainment of the age-expected standard by pupil premium children with SEND is above the national average (>40%) for all children with SEND across all core curriculum subjects

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 39 children eligible for pupil premium funding that have a SEND (+10 on the 2024-2025 academic year).

Further to this, we had 5 EHCPs applied for and successful during the last academic year – with 2 of these being children eligible for pupil premium funding. This increases last year’s total from 9 to 14 - with 7 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.

Below, you will find the data for pupil premium children with SEND.

	Reading		Writing		Maths	
Year 1	0% (0/3)	28%	0% (0/3)	19%	0% (0/3)	32%
Year 2	0% (0/2)	28%	0% (0/2)	19%	0% (0/2)	32%
Year 3	22% (2/9)	39%	11% (1/9)	29%	33% (3/9)	36%
Year 4	36% (4/11)	39%	27% (3/11)	29%	45% 5/11	36%
Year 5	29% (2/7)	39%	27% (2/7)	29%	29% (2/7)	36%
Year 6	66% (2/3)	39%	33% (1/3)	29%	100% (3/3)	36%

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

Success Criteria

- Cultural experiences are strategically planned and fully embedded within the Birley Curriculum as part of our Birley Promise.
- 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 uptake of our pupil premium children (48% at the beginning of the strategy).

- Analysis of data shows that our disadvantaged children are facing no barriers to attending extra-curricular activities resulting in the **uptake from pupil premium children being above 70%**

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. A brand new ‘Birley Promise’ has been created to work alongside our newly established curriculum rationale during the previous 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 Lego Club, Computer Explorers and an Arts Club 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 54% 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.

Success Criteria

- To develop a well-being programme for all pupils at our academy, particularly our most disadvantaged.
- **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.

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health continue to be an area in need of further support at the academy; 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.

Success Criteria

- To ensure that **outcomes in the Phonics Screening Check** show that the **difference in attainment between disadvantaged and non-disadvantaged children is less than 10%**

In the summer term of 2025, a phonics screening took place with the children in Y1 and on this screening, 58% of pupil premium children passed the screening compared to 84% of non-pupil premium children. The gap between the two groups has diminished when compared to the previous Y1 cohort from 34% to 26%. Even though the gap has diminished when compared to the previous academic year, this gap has not yet diminished to the target set at the beginning of this strategy and work to continue diminishing this will be undertaken.

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 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
Times Tables Rockstars Subscription	Times Tables Rockstars
On Track: Reading	Rising Stars
On Track: Writing	Rising Stars