

Pupil premium strategy statement – Birtley East Primary School 2025-6, 2026-7 and 2027-8

This version: September 2025

This statement details our school'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	164 (R-Y6)
Proportion (%) of pupil premium eligible pupils	68 pupils, 41.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-26 2026-27 2027-28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Anna Miles
Pupil premium lead	Anna Miles
Governor / Trustee lead	Cllr Judith Turner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,020
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>	£103,020

Part A: Pupil premium strategy plan

Statement of intent

At Birtley East Community Primary School, addressing the barriers faced by disadvantaged learners is crucial to fulfilling our vision of developing all children to their full potential. With approximately 20% of our learners having Special Educational Needs (SEN) and 41.5% being eligible for Pupil Premium, it is essential to implement effective strategies that enhance oracy, school readiness, and attendance. The following strategies are tailored to our context, emphasising high-quality teaching, targeted support, and wider strategies that align with our commitment to wellbeing and outdoor learning.

By implementing these evidence-based strategies, Birtley East Community Primary School can effectively address the barriers faced by disadvantaged learners. Focusing on high-quality teaching, targeted support, and wider strategies will not only enhance oracy and school readiness but also improve attendance, ultimately ensuring that all learners can thrive in a supportive and inclusive environment.

Challenges

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

Challenge number	Detail of challenge
1	Oracy
2	School Readiness
3	Attendance
4	
5	

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
Improved oracy	Children are shown to be able to articulate thoughts and feelings using the Voice 21 structures. Written work begins to show this positive impact. Y6 writing and reading outcomes begin to improve.
Children who start school less school ready are helped to catch up.	Oracy - improved speaking and listening skills supported by Voice 21 structures. Collaboration and co-operation supported by Kagan learning structures. Early Years baseline and outcomes show progress for disadvantaged pupils in these areas.
Attendance	Attendance for our disadvantaged learners, or specific case study examples, shows evidence of the positive impact of strategies to improve attendance.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Oracy Frameworks: Introduce structured oracy programmes like Voice 21 across all year groups, focusing on speaking and listening skills to enhance communication abilities. This aligns with our school improvement priority to introduce Voice 21 in Year 6 and Early Years.	Source: Voice 21	1, 2
Use of Interactive Teaching Techniques: Employ interactive teaching methods such as think-pair-share and group discussions to foster a collaborative learning environment that encourages learners to articulate their thoughts.	Source: Education Endowment Foundation (EEF)	1, 2, 3
Regular Vocabulary Development: Integrate vocabulary instruction into daily lessons, ensuring that essential vocabulary is revisited and reinforced across subjects, addressing the OFSTED finding regarding knowledge retention.	Source: EEF	1, 2
Differentiated Instruction: Tailor lessons to meet the diverse needs of learners, particularly those with SEN, ensuring that all learners can access the curriculum and engage meaningfully.	Source: EEF	1, 2, 3

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Interventions: Provide targeted support through small group interventions focusing on oracy and literacy skills for disadvantaged learners, ensuring personalised attention and tailored resources.	Source: EEF	1, 2, 3
Speech and Language Therapy: Collaborate with speech and language therapists to create individualised plans for learners with communication difficulties, particularly those in the new ARMS base.	Source: EEF	1, 2
Pre-Teaching Vocabulary: Implement pre-teaching sessions for key vocabulary and concepts before introducing new topics, helping learners build confidence and understanding.	Source: EEF	1, 2
Attendance Monitoring and Support: Continue with established team to monitor attendance closely and provide tailored support to families facing barriers to regular attendance, including home visits and engagement strategies.	Source: EEF	3

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

Budgeted cost: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Engagement Programmes: Develop workshops for parents to understand the importance of oracy and school readiness, providing them with strategies to support their children at home.	Source: EEF	2, 3
Outdoor Learning Initiatives: Expand outdoor learning opportunities through our Forest School, focusing on social skills and teamwork, which can enhance learners' confidence and communication abilities.	Source: Forest School Association	1
After-School Clubs: Offer after-school clubs that focus on oracy and social skills, such as drama and debate clubs, to provide additional opportunities for learners to practice their communication skills in a fun environment.	Source: EEF	1, 3
Incentives for Attendance: Create an incentive programme that rewards classes or individuals for improved attendance, fostering a culture of regular school attendance among learners.	Source: EEF	3

Total budgeted cost: £ 103,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This review relates to the previous strategy statement and so should be read in conjunction with that document.

In 2024/5 the outcomes for disadvantaged pupils at the end of KS2 showed that achieved well in reading and maths, writing is still a weaker area. We have introduced Voice 21 from 2025-6 to address vocabulary and language skills.

Attendance is still lower for disadvantaged pupils and this remains a focus for 2025-6 and beyond. However, our inspection report from October 2024 highlighted some excellent individual case study work delivered by our Family Support Worker in this area.

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

Further information

This strategy links to wider school priorities including the introduction of the Kagan and Voice 21 approaches.