

Pupil Premium Strategy Statement 2022/23 - 2024/5

Birtley East Primary School

Updated: October 2024 Outcomes/evaluation updated 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.

Updated information for 2024-25 academic year is shown in purple. Outcomes evaluation for 2024-5 is shown in green.

School overview

Detail	Data
School name	Birtley East
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	30.9% (59 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/26
Date this statement was published	October 2024
Date on which it will be reviewed	September 2023 (22/23 reviews in red, September 2024 (23/24 reviews and updates October 2024 in purple) September 2025
Statement authorised by	Anna Diggle, Headteacher
Pupil premium lead	Anna Diggle, Headteacher
Governor / Trustee lead	Ian Bowater, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,720 + £1,953 EYPP
Recovery premium funding allocation this academic year	£8,410 NA from 24/25 onwards
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£95,673
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	(£107,668 for 23/24; recovery premium no longer given, less EYPP)

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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- **maintain our** whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

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

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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
Improve attendance for disadvantaged pupils	Improved attendance for disadvantaged pupils in 2022-3, 2023-24 and 2024-5 compared to 2021-2
Improve the % of disadvantaged children achieving the phonics screening check and close the gap between PP and non PP children in reading.	Assessment data indicates the percentage of children achieving the phonic screening check has significantly improved since 2022. The gap has significantly closed between PP and non PP children in reading between 2021-22 to 2022-23, 2023-24 and 2024-5.
Narrow the gap between PP and non PP children in English and mathematics.	Assessment data, book scrutiny and observations demonstrate significant knowledge gaps, leading to pupils falling further behind age-related expectations, have reduced in English and mathematics.
Improve wellbeing and involvement of PP children	Renewed enrichment opportunities for disadvantaged pupils show a greater increase in participation.
Improve oral language skills, vocabulary and spelling.	Pupils' oral language skills, vocabulary and spelling have been enriched indicating improved outcomes for children.

Activity in this academic year (2023-24)

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all staff. All staff to attend English and maths training (e.g. LA quality text, NECTM)	Teacher training and coaching leads to ensuring secure delivery of quality first teach, in turn ensuring high quality provision and accelerated progress.	2, 3, 5
Ensure mastery approach to teaching mathematics is being utilised by using practical approaches and concrete resources to embed children's understanding of mathematical concepts. Review of current maths provision and resources (implementation), continued access to NECTM training in EY/KSI to secure strong early maths development.	When taught to master maths, children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
In English ensure quality texts lead to quality writing and ensure a range of genres are covered. Staff to continue to attend training do develop their knowledge across a broad range of texts. Focus in EY/KSI to broaden from phonics for reading into phonics for writing/transcription. Staff supported to implement this by our Early Reading and	Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes	2, 3, 5

Phonics leader alongside our English leader. Training and resources regarding phonics, early writing, spelling and reading in KS2 to be implemented following a review Autumn 24.		
Ensure PP children have the opportunity to read daily. Ensure children are reading regularly through introduction and monitoring of reading bags. Reading bags implemented and monitored daily through house point system. Lowest attaining 20% to continue to engage in daily reading. Continue to buy class sets of novels to use a whole class readers to engage all children in reading for pleasure. See above - review of early reading/transcription and reading in KS2 - potential resources to add to the range available and to support reading engagement in KS2.	Regular reading increases fluency and comprehension. Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	3, 5
Ensure spelling is targeted through intervention. Flipper intervention books purchased and implemented. Continue to monitor children who would benefit from daily spelling intervention. New spelling lessons introduced to ensure spelling are taught and learned regularly using a range of	Approaches using phonics, orthographic (graphotactic or orthographic phonological spelling rules), and morphological instruction has a moderate to high impact on spelling performance.	2, 3, 5

strategies. Weekly homework set. Purchase of Doodle spellings to be continued. LA consultant spelling training for staff November 2024.		
Ensure high quality provision and accelerated progress, showing fidelity to the new phonics scheme, ensures all children are caught up quickly. New reading books introduced through phonics scheme with expectation that children bring books to school daily to track reading progress. Continue to pay for scheme and keep reading books updated. Purchase of Little Wandle fluency books to enhance the scheme.	By building a complete programme around the original content of Letters and Sounds, Little Wandle Letters and Sounds Revised provides schools with a full programme they can follow with fidelity, secure in the knowledge that its practices and materials have proved highly successful. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3, 5
Purchase of standardised NFER diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Tests used to target strengths and weaknesses. To be continued.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	2, 3, 5

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional mathematics sessions targeted at disadvantaged pupils who require further support. TAs used to complete small group/1:1 interventions to ensure catch up of lowest attaining pupils. HLTA specifically timetabled to offer targeted additional sessions 2024-25.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Additional catch up sessions delivered daily as instructed in Little Wandle scheme to ensure gaps are closed without delay. HLTA specifically timetabled to offer targeted additional sessions 2024-25.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3, 5
Engaging with the National Tutoring Program to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Funding no longer available so children who are most vulnerable to receive weekly targeted intervention during the school day.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 4

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support worker to work alongside vulnerable families to provide enhanced support, ensuring barriers are tackled and overcome. School Business Manager and SENCo (DHT) to assist in monitoring and support of families.	- Engagement in Education - Improvement children's attendance - Parenting support and outreach leading to - Building positive links with the school Increased capacity to address parental needs (TAF / Social Care)	1, 4
Improve wellbeing and involvement of PP children. House points system enhanced to motivate children. Participation in curriculum cluster INSET from Paul Dix - underpinning philosophy for our behaviour policy, particularly effective with vulnerable and disadvantaged learners. Implementation of Forest School. Bespoke personal development curriculum in addition to adapted Jigsaw scheme.	Monitor wellbeing and involvement of pupils using Leuven Scales Target individuals for group sessions for wellbeing.	1, 4
Provide social and emotional (ELSA) learning. Children to continue to benefit from ELSA sessions. 2 additional staff members trained meaning 4 staff can now offer sessions.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)	1, 4

Total budgeted cost: £ 107,668

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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils:

Academic Year 2022-23

Improved attainment and progress in reading is evident in end of KS2 data with the school out-performing the LA. Greater depth reading and outcomes for girls were targeted this year and outcomes have improved. Girls, Pupil Premium and EAL children out performed the LA in reading at both the expected and greater depth standards. This is an improvement on the previous two years.

Again, KS2 summative data indicates progress in writing with Pupil Premium and EAL groups both outperforming the Local Authority at the expected standard and Pupil Premium at the greater depth standard.

Progress in Mathematics is strong; attainment for all groups exceeded both LA and national data. The school significantly improved the number of children working at the greater depth standard compared to the previous two years and was significantly above both local and national data. Embedding a mastery approach through staff training and purchasing new equipment has helped to drive improvements forward.

At KS1 improvements were made in reading and mathematics at both the expected and greater depth standards from the previous year. Writing and boys attainment remains a target. Pupil Premium children out performed the LA in all areas at KS1.

Despite being slightly below both LA and national data, the Phonics Screening did see an improvement on previous years. Continuing to embed the new phonics scheme should aid future improvements.

Attendance has improved marginally (+0.9% to 94%) this academic year with a 0.3% rise for pupil Premium children and a decline in persistent absentees from 18% at the beginning of last academic year to 13%. New strategies for tracking attendance of vulnerable students to be embedded this academic year.

Academic Year 2023-24

Children's behaviour, engagement and wellbeing continue to improve strongly - evidenced by SLT monitoring, parental feedback and other external feedback (e.g. LA link).

Improved attainment and progress in writing and maths is evident in end of KS2 data with the school out-performing the LA in these subjects in 2024 for disadvantaged pupils. Reading outcomes were lower overall (several pupils just missing out on meeting the standard) and therefore reading results for disadvantaged pupils are also statistically impacted.

Progress data for KS2 is not yet available, this cohort did not take KS1 statutory assessments due to the pandemic.

The Phonics Screening outcomes were an improvement on previous years, Early Years outcomes continue to show improvement. Communication, Language and Literacy is still a target area but this is reflective of the particular cohort. Knowledge and Understanding of the World and Expressive Arts and Design were specifically targeted within the provision during 2023-4 and the outcomes for these aspects have improved significantly.

Attendance has improved (+0.5% to 94.5%) this academic year overall however attendance for our most disadvantaged pupils remains stubbornly low at the end of 2023-4. We have invested in

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enhanced tracking and support resources for implementation in 2024-5 to enhance targeting in this area.

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 purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

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