

Pupil premium strategy statement: Birley Spa Primary Academy 2024/2025

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Birley Spa Primary Academy
Number of pupils in school	321
Proportion (%) of pupil premium eligible pupils	130 pupils (40.5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 to 2026/27
Date this statement was published	Nov 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Melany Pemberton (Executive Headteacher) Cathy Gibson (Head of School)
Pupil premium lead	Stephanie Hinchliffe (Assistant Head of School)
Governor / Trustee lead	Ed Wydenbach

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,600
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£177,600

Part A: Pupil premium strategy plan

Statement of intent

At Birley Spa, we are committed to ensuring that every pupil, regardless of their background or the challenges they face, makes exceptional progress and achieves high attainment across all subject areas. Our pupil premium strategy is designed to support disadvantaged pupils in reaching this goal, including those who are already high attainers.

We recognise the unique challenges faced by vulnerable pupils, including those supported by external agencies. Our planned activities aim to address these needs, ensuring that all pupils—whether disadvantaged or not—can thrive.

This three-year strategy is a cornerstone of our commitment to equitable education, with annual reviews to adapt to the evolving needs of our school community. Central to this plan is the sustained enhancement of high-quality teaching, which remains our top priority.

High-quality teaching is the foundation of our approach, with targeted support in areas where disadvantaged pupils need it most. Research shows that this approach is the most effective way to close the attainment gap while simultaneously benefiting all pupils, including those who are not disadvantaged. We aim to ensure that the progress and attainment of non-disadvantaged pupils are maintained and enhanced alongside the success of their disadvantaged peers.

Our strategy also aligns with broader school initiatives for educational recovery, utilising targeted support through the National Tutoring Programme and Academic Mentoring to address the needs of pupils most affected by learning disruption, regardless of their background.

Our approach is driven by robust diagnostic assessments that address individual and collective needs, avoiding assumptions about the impact of disadvantage. The strategies we adopt work in harmony to help all pupils excel. To ensure success, we will:

- Provide all pupils with appropriately challenging work.
- Embed strategies that ensure pupil premium pupils achieve progress in line with, or exceeding, their non-pupil premium peers.
- Foster core behaviours across the curriculum, enabling pupils to flourish as inquisitive, intuitive, inspirational, critical thinkers, and leaders.
- Intervene early when needs are identified to prevent pupils from falling behind.
- Ensure all staff take ownership of disadvantaged pupils' outcomes and maintain high expectations of their achievements.
- Offer a wide range of extracurricular opportunities to enrich learning for all pupils, regardless of their background.
- Maintain a pupil premium attendance rate of at least 96%.

By embedding these principles into all aspects of our work, we aim to create an inclusive environment where every pupil can succeed.

Challenges

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

Challenge number	Detail of challenge
1	Many pupils at Birley Spa begin school with attainment levels below national expectations. This is particularly evident in areas such as Communication and Language, Literacy, Mathematics, and Physical Development.
2	Literacy and oral communication remain key focus areas for our most vulnerable pupils. Ensuring these children access high-quality daily reading opportunities and activities to broaden their vocabulary is essential to improving their language skills.
3	Assessments, observations, and discussions highlight gaps in numeracy and early mathematical skills for some pupils. This issue is prevalent across the school but is particularly acute in Key Stage 2, where the impact of lockdowns has exacerbated the disparity between pupils who demonstrate mathematical fluency and those who struggle with core concepts.
4	The pandemic has significantly affected children's personal, social, and emotional development. Many pupils are less confident in expressing their viewpoints, and there has been a noticeable increase in the need for additional support to foster physical and mental well-being.
5	Some disadvantaged pupils have limited access to wider life experiences, which can hinder their ability to fully engage with the broader curriculum. These gaps in cultural capital mean they may lack the foundational knowledge and context their peers possess.
6	The pandemic and associated lockdowns have led to a marked rise in social and emotional challenges among pupils. Additionally, the lack of enrichment opportunities during school closures has further widened attainment gaps, particularly for disadvantaged pupils.
7	The rising cost of living and associated financial pressures have had a significant impact on the mental health and well-being of disadvantaged families, leading to increased levels of stress and anxiety within the home. As a result, many pupils are struggling to focus on their learning and are in need of additional support. Access to specialist services and external agencies has become more crucial to address these needs, ensuring that pupils receive the necessary mental health support and holistic care to thrive both academically and personally.

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
To further embed our well-being programme for all pupils in our school, particularly our disadvantaged pupils.	Pupil voice feedback from those undertaking coaching programme, yoga nurture, sports mentoring and the success in schools project evidence increased self- awareness, initiative and personal responsibility for their learning. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To further refine our Personal, Social and Emotional (PSED) curriculum in order to address the impact of lower confidence and self- esteem (caused by the pandemic.)	100% of staff understand what is meant by 'Growth Mind-set' and actively promote this culture within their classroom environment. Evidenced through learning walks and pupil voice feedback. 95% of children are able to recognise the emotions they are feeling and have strategies they use to overcome difficulties. 100% of staff understand what is meant by Executive Functioning skills and can apply the theory to support children to overcome barriers and difficulties within their learning- developing resilience. 95% of children are able to utilise Executive Functioning strategies to support their learning and understanding- evidenced within their learning behaviours and achievements.
To close the gap between pupil premium and non- pupil premium pupils' performance.	EYFS, KS1 and KS2 outcomes show that at least 90% of disadvantaged pupils are achieving in line with their peers at EXS and GDS.
To enhance the academic and personal development of pupil premium pupils by addressing individual barriers to learning through tailored strategies and support.	Evidence of increased engagement in lessons, as observed through learning walks, pupil feedback, and classroom participation. Improved attainment and progress in targeted subject areas, particularly for pupil premium pupils. Regular feedback and consultations with pupil premium pupils show increased self-esteem and a more positive attitude toward learning. Due to EEF research findings, interventions are to happen fluidly and within the classroom to support the immediate needs of disadvantaged pupils. The EEF highlights that targeted, high-quality classroom interventions, such as one-to-one or small group tutoring, can have a significant positive impact on pupils' academic outcomes, particularly when they are tailored to the individual needs of students. These in-class

	<p>interventions not only help to address gaps in knowledge and skills but also contribute to building emotional resilience, which is crucial given the increased mental health challenges faced by many pupils. By ensuring that interventions are embedded in daily teaching practices, we can foster a more supportive learning environment that promotes both academic success and emotional well-being, ultimately helping to close the attainment gap for disadvantaged pupils.</p>
To further improve oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice interviews and ongoing formative assessment. Lesson observations evidence quality texts used to spark debate and discussion amongst pupils. The teacher facilitates enabling all children have the opportunity to contribute.</p> <p>NELI programme fully embedded in EYFS and KS1.</p>
Improved writing attainment among disadvantaged pupils.	<p>Disadvantaged children, who are also SEND, make accelerated levels of progress and attainment by the end of KS2. A greater proportion of disadvantaged pupils achieve the higher standard in reading at the end of KS2. All pupils develop a love of reading as they develop through school</p>
To increase participation in extra-curricular activities among disadvantaged pupils by removing practical and emotional barriers, thereby enriching their school experience and fostering a sense of belonging.	<p>A significant increase in the proportion of pupil premium pupils participating in extra-curricular activities compared to previous years. Feedback from pupil premium pupils demonstrates increased confidence, enjoyment, and engagement with school life.</p> <p>Monitoring shows that pupil premium pupils access a diverse range of activities, with no financial or logistical barriers to participation.</p>
Improved attainment in Reading and Maths for disadvantaged pupils at the end of KS2.	<p>Disadvantaged children, who are also SEND, make accelerated levels of progress and attainment by the end of KS2. A greater proportion of disadvantaged pupils achieve the higher standard in Maths at the end of KS2.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • The gap between the attendance of different groups of pupils is closed. • Whole school attendance is above the Sheffield average and is at least 96%

	<p>Strong partnerships are made with professionals in the Inclusion and Attendance Team and the Complex Inclusion and Learning Service (CILS) so that children who were previously persistent absentees are no longer.</p> <p>To ensure pupil premium pupils returning from absence quickly reintegrate into their learning environment and are supported to catch up on missed work effectively.</p> <p>Clear evidence of written procedures being implemented, with staff consistently following the outlined process for reintegrating pupils after absence.</p> <p>Pupil progress data shows no significant gaps in learning for pupil premium pupils following periods of absence.</p> <p>Pupil and parent feedback indicates satisfaction with the support provided to help pupils catch up and reintegrate into school routines.</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
As part of our strategy to support disadvantaged pupils, we will pursue the Leading Parent Partnership Award (LPPA) to strengthen school-parent collaboration. This framework will enhance parental involvement, improve communication, and empower families to actively engage in their children's learning. By fostering stronger relationships with parents, we aim to improve both academic achievement and pupil well-being, particularly for those facing socio-economic challenges.	<p>Schools with strong parental engagement see improved academic performance, better attendance, and higher pupil motivation. Engaging parents directly in the learning process strengthens pupils' sense of support and purpose.</p> <p>When schools establish open and clear communication with parents, it creates trust and a shared understanding of the pupils' needs. This is particularly beneficial for disadvantaged families who may feel excluded from the educational process. Strengthening the partnership between home and school provides a more cohesive support system for pupils, addressing both academic and emotional needs. This is vital for disadvantaged pupils who may face additional challenges outside of school.</p> <p>The LPPA process focuses on removing barriers—such as time, language, and cultural differences—that prevent parents from fully engaging with the school. By offering inclusive, accessible support, schools can foster greater involvement from all families.</p> <p>Schools that engage parents in meaningful ways often see an improvement in pupil well-being. When families are actively involved, children feel more secure and supported, which can directly enhance their learning and development.</p>	All
<p>Further embedding of a DfE validated Systematic Synthetic Phonics programme (RWI) to secure stronger phonics teaching for all pupils.</p> <p>All staff to be trained in this approach. Regular CPD and assessment</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 5

opportunities.		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>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:</p> <p>Maths_guidance_KS_1_and_2.pdf (publish-ing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	1, 3, 5
<p>The enhancement of our Early Mathematics teaching through the use of the 'Number Sense' maths programme.</p> <p>This will result in a deep understanding of number and number relationships, and fluency in addition and subtraction facts and multiplication and division facts.</p>	<p>Children benefit from moving beyond counting in ones to solve addition and subtraction facts.</p> <p>Systematic teaching of derived fact strategies is effective for all, including children identified as low attainers.</p> <p>Using a derived fact strategy approach is the best way to commit addition and subtraction facts to memory.</p> <p>We have an innate ability to process quantities visually. We can use this to support our learning of addition and subtraction facts.</p> <p>Developing an understanding of part whole relationships supports fluency in number facts.</p> <p>Teaching derived fact strategies leads not only to fluency in number facts, but also to an understanding of number relationship.</p> <p>The automatic retrieval of basic maths facts is critical to solving complex problems.</p> <p>For further details and academic references see: https://numbersensemaths.com/research-principles</p>	1, 3, 5
<p>To further develop the teaching of wider curriculum subjects, developing the use of computing across the school as a means to support in stimulating an appetite for learning and discovery.</p> <p>We will fund teacher release time to ensure all teachers are confident in using multi-media</p>	<p>There is a strong evidence base that the use of multi- media approaches can help to inspire pupil creativity, collaboration and critical thinking.</p>	1, 2, 5, 6

approaches to enhance wider curriculum teaching.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide school led tutoring for our most vulnerable pupils. (2023/24)	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, 5
Success in school project work - programme delivered by a sports mentoring specialist and yoga specialist.	Improvement in characteristics of learning evident within our Pupil Premium pupils / cohorts: <ul style="list-style-type: none"> • Evidence of increased resilience, confidence, perseverance and leadership skills. • Individual vulnerable pupils achieve in line with their peers – reduction in any learning behaviour targets. 	2, 4, 6

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

Budgeted cost: £72,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 Nurture</p> <p>Trained nurture and Play Therapy practitioners to deliver specialist sessions</p>	<ul style="list-style-type: none"> Increased self-confidence and rates of self-belief leading to improved rates of pupil well-being. Improved characteristics of learning evident within our FSM pupils/ cohorts: <ul style="list-style-type: none"> Children demonstrate resilience, confidence, perseverance and leadership skills Individual vulnerable pupils achieve in line with their peers – reduction in any learning behaviour targets 	1,4
<p>Providing yoga / sports mentoring</p> <p>Yoga nurture specialist/ Sports mentoring trained to deliver programme</p>	<ul style="list-style-type: none"> Increased rates of pupil well-being Embedded growth mind-set culture - all Pupil Premium pupils Improved rates of concentration Behaviour management Stress reduction 	2,4,6
<p>Allocation of funding to support eligible vulnerable pupils to access our extended learning club, sports clubs, visits and curriculum enrichment</p> <p>Pupils access quality after school care – attend our extended learning club provision (3:15 – 5:50pm 2X weekly)</p>	<ul style="list-style-type: none"> Uptake and attendance of pupils at extra-curricular/enrichment activities Increased pupil attainment Home learning activities and home reading will be completed in line with the expectations of other pupils Improved sports performance and mind-set skills Improved resilience skills through accessing tailored programme Pupil Premium pupils access all trips and residential visits in school to further develop their skills – embed their learning and understanding 	2,3,4
<p>Allocation of funding to support eligible families with uniform/school costs</p> <p>Parents will be supported with the provision of sports uniform as well as school uniform. This will enable children access our curriculum sports provision</p>	<ul style="list-style-type: none"> Whilst it is acknowledged that uniform does not on its own increase attainment (EEF research) we believe it is important to support the inclusion and well-being of our pupils who are eligible by removing this barrier. Increased pupil well-being Improved sports performance - comfort 	4

in suitable attire as well as feeling more confident to participate in extra-curricular clubs		
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Total budgeted cost: £192,060

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 in the 2023 to 2024 academic year.

Intended Outcome 1: To further embed our well-being programme for all pupils in our school, particularly our disadvantaged pupils.

Similar to 2022/23, small group yoga therapy sessions have continued to have a big impact on pupil premium children's well-being and engagement in learning. Through small group and 1:1 sessions, the pupils have grown in confidence and improved their learning behaviours, by becoming more independent. The children have become more resilient and are now more willing to have a go and learn from their mistakes. The yoga therapy sessions and additional sports mentoring (provided by two mentors this year) have continued to help them to develop a 'growth mind set' which they are able to apply to all aspects of their learning. (This was extended in terms of x2 days for yoga and x2 days for sports mentoring during this academic year.) Parents have also been supported with the provision of sports uniform as well as school uniform. This has meant children access our curriculum sports provision in suitable attire as well as feel more confident to participate in extra-curricular clubs. Additional support, in regards to the wellbeing of (pupil premium) pupils in the IR was also put in place to enable additional appropriate SEMH activities to be redeveloped in the IR curriculum.

Again, pupil voice feedback from those undertaking yoga nurture and sports mentoring evidence increased self-awareness, initiative and personal responsibility for their learning. There has also been a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Intended Outcome 2: To further refine our Personal, Social and Emotional (PSED) curriculum in order to address the impact of lower confidence and self-esteem (caused by the pandemic.)

Through weekly Professional Development Meetings (PDM) and Team Strategy Meetings (TSM) all staff understand what is meant by 'Growth Mind-set' and are continuing to embed this culture within their classroom environment. This is evidenced through learning walks, pupil voice feedback and through staff contributions in the revamped format of pupil progress meetings. A significant focus on the TSM has been around wider curriculum development (linked to the post-OFSTED action plan).

Roughly 90% of children are able to recognise the emotions they are feeling and have strategies they use to overcome difficulties. Bespoke interventions e.g. meet and greet, visual timetables, now and next, zones of regulation continue to be embedded across the academy to further enhance the provision for the children who need additional support. The arrival of a new SENDCo has added additional capacity in ensuring that interventions are timetabled effectively and have impact (also noted in the school OFSTED report in November 2023.)

Additional training on Executive Functioning skills has upskilled all staff in school. They are now becoming more confident to apply the theory to support children to overcome barriers and difficulties within their learning- developing resilience. Many children are now able to utilise Executive Functioning strategies to

support their learning and understanding- evidenced within their learning behaviours and achievements.

Intended Outcome 3: To close the gap between pupil premium and non- pupil premium pupils' performance. (Specifically in relation to Reading and Maths – Outcomes 5 & 6)

Whilst the attainment of Year 6 Pupil Premium pupils was still lower than in 2021-22, our internal assessments during 2023/2024 show that the performance of disadvantaged pupils was very similar to the previous year in reading, writing maths and GPVS. Between 83%-91% of all disadvantaged children have continued to make good or above expected progress. Bespoke interventions are in place to continue to support closing the gap for all children.

Whole school overview 2023/24:

	Reading	Writing	Maths
% making expected progress	101/121 = 83%	107/121 = 88%	110/121 = 91%
% at ARE+	63/121 = 52%	56/121 = 46%	78/121 = 64%

Year	Reading		Writing		Maths	
	% making expected progress	% at ARE+	% making expected progress	% at ARE+	% making expected progress	% at ARE+
R	19/21 = 90%	13/21 = 61%	19/21 = 90%	13/21 = 61%	19/21 = 90%	15/21 = 71%
1	9/10 = 90%	4/10 = 40%	9/10 = 90%	3/10 = 30%	10/10 = 100%	5/10 = 50%
2	15/17 = 88%	8/17 = 47%	16/17 = 94%	10/17 = 59%	17/17 = 100%	14/17 = 82%
3	13/14 = 93%	7/14 = 50%	12/14 = 86%	4/14 = 29%	13/14 = 93%	7/14 = 50%
4	14/18 = 78%	10/18 = 56%	16/18 = 89%	8/18 = 44%	18/18 = 100%	12/18 = 67%
5	16/16 = 100%	7/16 = 44%	15/16 = 94%	5/16 = 31%	16/16 = 100%	10/16 = 63%
6 (Teacher assessment)	15/25 = 60%	14/25 = 56%	20/25 = 80%	13/25 = 52%	17/25 = 68%	15/25 = 60%
6 (SATs assessment)		12/25 = 48%		14/25 = 54%		10/25 = 40%

All Pupil Premium pupils have had the opportunity to access a range of personalised intervention programmes to suit their individual needs throughout the year. Whilst there is still a gap in attainment between pupil premium and non-pupil premium groups across school, most Pupil Premium children have made good progress and are starting to close the gaps in learning. As a result of the interventions, all Pupil Premium children have made 83% good progress in Reading (it was 84% last year), 88% good progress in Writing (it was 85% last year), 91% good progress in Maths (it was 87% last year). Making expected and above expected progress is strongest in Maths across school.

Personalised interventions have continued to help pupils in KS1 and KS2 to develop their writing, by giving them the opportunity to be exposed to a range of genres, and gain a better understanding about how sentences can be structured most effectively. The children have then been able to apply these skills back in the classroom. Reading interventions have also helped children to develop their confidence in their ability to read, comprehend more complex texts. The book study (reciprocal reading) approach has been

implemented across KS2 and will continue to have a positive impact as this is fully embedded next year. Speed Reading is another strategy that has been used to support Pupil Premium pupils develop their reading comprehension skills. Speed Reading has helped children to develop the key skills of skimming and scanning to locate information quickly within a text, to identify key points. Teaching Assistants and class teachers continue to withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. The afternoon sessions are also used to support children by pre-teaching key concepts that will then support them to be able to access the learning within the classroom.

Pupil Premium pupils were also able to access additional after school teaching sessions (across all classes/ year groups) in order to help them develop their understanding and learning further. The booster groups were used to enable all pupils, including the more able, to excel in their learning and achieve their full potential, despite experiencing lockdown. As a result of the booster sessions, most Pupil Premium children have begun to catch up on their learning. Where pupils were unable to attend after school booster classes, additional work was set using Showbie-Pro-plus (our remote learning software) so that children could access the additional materials and accelerate progress.

Intended Outcome 4: To further improve oral language skills and vocabulary among disadvantaged pupils.

NELI programme (The Nuffield Early Language Intervention Programme) is now embedded in EYFS and KS1. Improved language is evidenced among disadvantaged pupils through learning walks, assessment and pupil voice interviews. Our internal assessments during 2023/24 show that most disadvantaged children have continued to make good or above expected progress despite the pandemic. Bespoke interventions are in place to support closing the gap for all children due to the long-term impact of Covid-19.

Service pupil premium funding (optional)

Birley Spa Primary Academy does not currently receive any funding for SPP.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

To continue to embed the robust monitoring system which tracks the progress of all pupil premium groups from EYFS – Y6.

Analyse performance of Achievement for All cohorts to ensure they consistently achieve above rates of progress (as of 2022/2023 data trends) and close gaps in learning.

Scrutinise progress data to identify any underachieving pupils and then create targeted vulnerable pupils' groups and impact groups according to pupils' individual needs.

Ensure that any attainment gaps are closed by the end of Key Stage 2.