

Pupil premium strategy statement: Birley Spa Primary Academy 2025/26

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	279
Proportion (%) of pupil premium eligible pupils	50.04%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2026/27
Date this statement was published	1 st November 2025
Date on which it will be reviewed	1 st November 2026
Statement authorised by	Cathy Gibson (Acting Headteacher)
Pupil premium lead	Stephanie Hinchliffe (Acting Deputy Head)
Governor / Trustee lead	Ed Wydenbach

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,345
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	£186,345

Part A: Pupil premium strategy plan

Statement of intent

At Birley Spa, we are uncompromising in our ambition for every pupil. We believe that circumstances should never define outcomes, and that every child—regardless of background, challenge, or starting point—has the potential to achieve excellence. Our Pupil Premium strategy is designed not simply to support disadvantaged pupils, but to empower and challenge them to exceed expectations and reach their fullest potential across all areas of learning.

We recognise that some pupils face additional barriers, including those supported by external agencies. Our approach tackles these challenges head-on, ensuring that every learner is equipped, inspired, and encouraged to succeed. Whether disadvantaged or not, every child at Birley Spa is nurtured to thrive academically, socially, and personally.

This three-year strategy is a cornerstone of our commitment to equity through excellence. It evolves each year in response to the changing needs of our community, but our central principle remains constant: high-quality teaching and ambitious learning for all.

High-quality teaching is the foundation of our approach, ensuring that every child is consistently challenged to think deeply, persevere, and aspire beyond perceived limits. Targeted, evidence-based support enables disadvantaged pupils to make exceptional progress—closing gaps while simultaneously lifting outcomes for all learners.

Our approach is rooted in rigorous assessment and professional reflection, enabling us to identify barriers, build on strengths, and tailor strategies that drive success. We reject assumptions about the impact of disadvantage and instead focus on unlocking potential and cultivating ambition.

To achieve this, we will:

- Provide all pupils with appropriately challenging and enriching learning experiences that inspire curiosity, independence, and resilience.
- Ensure that pupil premium pupils make progress in line with or exceeding their peers, with no ceiling on their achievement.
- Foster a culture of excellence through core behaviours that encourage pupils to be inquisitive, reflective, and courageous learners.
- Identify and address emerging needs swiftly through early intervention and targeted support.
- Ensure every member of staff takes collective responsibility for the success of disadvantaged pupils, maintaining consistently high expectations for all.
- Offer a rich and varied programme of extracurricular opportunities that broaden horizons and build confidence.
- Maintain a pupil premium attendance with as few sessions off as possible

By embedding these principles into every aspect of our work, we aim to create a culture where every pupil—without exception—believes they can achieve greatness and is given the opportunities, challenge, and support to do so.

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, Personal, Social and Emotional Development 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 in pupils and parents alike.
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 which our pupils and parents still face. The lack of availability of services through the NHS, the SEND Local Authority offer, social care and parenting/family support means that a significant number of our families cannot access the support they need.
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 Outcome 1		To further embed our well-being programme for all pupils in our school, particularly our disadvantaged pupils.	
Phase	Barriers to Learning	Funding and Targeted Strategies	Success Criteria
Whole School PP = 50.5% SEND = 41.6% EHCP = 3.9% PP&SEND = 49%	Increased SEND need in SEMH since Covid 19, higher levels of anxiety in pupils and parents, low resilience, limited ability to practise self-regulation, aspiration is typically low	Improving Teaching through Inclusion training, Coaching, yoga nurture, sports mentoring, Forge Partnership, meet and greet sessions, transition activities, parent workshops, LA SEND partnership	Pupils identify strategies they use to be resilient in and out of school. Children with SEMH can co-/self regulate. Parents' anxiety levels do not hinder pupils' access to education.
EYFS PP = 60% SEND = 61.6% EHCP = 2% PP&SEND = 41%	High SEND, limited exposure to structured settings before coming to school, CLL and PSED are below expectations upon entry, all Reception children were 15 hours last year so increasing for full time is a specific challenge	Additional staff for EYFS, early nurture through play, storytelling and oracy development, support from 0-5 team, LEAP programme to enhance language, sensory room created, support for parents with attendance to instil good habits.	Improved self-regulation and readiness to learn. Increased engagement in enrichment activities. Increased stamina to access full days. Sensory overwhelm is reduced. Professional input supports T&L and wellbeing of pupils.
KS1 PP = 57% SEND = 28% PP&SEND = 24%	COVID babies. Transition from EYFS to KS1 is challenging due to early gaps. Concentration and focus.	Smaller class sizes, coaching by T&L Lead, emotional regulation zones, executive functioning teaching, fine motor skills teaching, first term EYFS-style provision for Y1, support for parents with attendance to instil good habits, sensory circuits and regulation breaks, pupil voice groups, using public transport is taught.	Pupils demonstrate improved self-regulation and confidence in learning.
LKS2 PP = 37% SEND = 35% EHCP = 3.7% PP&SEND = 17%	Legacy gaps in early skills from COVID, Executive functioning gaps, SEMH needs affecting peer relationships, lack of engagement with reading for pleasure out of school, lack of strategies for self-regulation.	Sports mentoring, yoga, mindfulness teaching, pastoral inclusion support, 5 point scales and other emotional interventions, wellbeing interventions, sensory circuits and regulation breaks, redesigned the curriculum for more experiential opportunities, pupil voice groups, using public transport is taught.	Fewer behaviour incidents; improved engagement and participation in learning, executive functioning is age-appropriate, children report strategies to self-regulate in and out of school. Aspiration of careers as adults.
UKS2	Legacy gaps in early skills	Yoga, mindfulness	Pupils show confidence,

PP = 44% SEND = 40% EHCP = 4% PP&SEND=25%	from COVID, Transition anxiety, low self-esteem, lack of aspirations of independence as young adults, lack of awareness of career paths	lessons, sports mentorship, roles as ambassadors, Curriculum considers jobs children can gain with those skills/knowledge, SHU workshops, visitors to share jobs, Aspire Day, leadership mentoring, pupil voice groups, preparation for adulthood, using public transport is taught.	leadership, and readiness for transition. Aspiration of careers as adults.
IR PP = 67% SEND = 100% EHCP = 100% PP&SEND = 67%	High SEMH and communication needs, lack of aspiration of independence as young adults, specialist provision needed to access education, SEMH related behaviours can be barriers to learning for selves/others, legacy effects of COVID.	Yoga, nurture-based visits, sensory regulation programmes, using public transport is taught, yoga, mindfulness lessons, sports mentorship, inclusion in all school events, life skills curriculum (car maintenance, cooking etc)	Improved emotional control and participation in routines. Aspiration of careers as adults. Increased ability to be independent. Self-/co-regulation enables access to learning.

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) and allow children to take ownership of their emotions, behaviours and needs.	
Phase	Barriers to Learning	Funding and Targeted Strategies	Success Criteria
Whole School PP = 50.5% SEND = 41.6% EHCP = 3.9% PP&SEND = 49%	Pandemic-related decline in resilience and self-belief. Models of adult resilience and strong mental health at home are inconsistent. Culturally rich experiences can be limited. Aspirations are typically low regarding careers and independence.	Growth Mindset & Executive Functioning CPD for staff, Jigsaw RE and PSHE are thorough, progressive and prepare children well, children get the chance to talk to stakeholders/visitors and feel listened to, pupils have a voice to affect change, curriculum includes real life opportunities, increased programme of visits/visitors, social interventions throughout school, oracy development allows self-expression, opportunities to showcase work through parent afternoons, concerts etc increase confidence. Certificates, celebrations and trophies raise confidence and self-esteem. Class songs with uplifting, aspirational themes. Learners' Codes linked to school values.	Staff promote Growth Mindset; Pupils recognise and manage emotions. Evidenced through learning walks, pupil voice, feedback from visitors and behaviour. Children feel they can achieve. Learners' codes support children to recognise how values/attributes allow success in life, not just in school.
EYFS PP = 60%	Limited emotional vocabulary and early	Curiosity Approach, LEAP programme; daily wellbeing check-	Pupils verbalise emotions and co-operate positively

SEND = 61.6% EHCP = 2% PP&SEND = 41%	socialisation, executive functioning, overreliance on devices at home.	ins, explicit PSED teaching, executive functioning progression framework, collaborative opportunities for turn taking, social rules and sense of shared achievement, school values reinforce these expectations.	in play. Pupils' increased independence means that they can manage social situations. Resilience allows them to reach milestones for PSED.
KS1 PP = 57% SEND = 28% PP&SEND = 24%	Low persistence and confidence, limited emotional vocabulary, limited executive functioning, overreliance on devices at home.	Extended transition from EYFS. Growth Mindset lessons, resilience focus in PSHE, executive functioning progression framework, social interaction interventions, collaborative opportunities for turn taking, social rules and sense of shared achievement, use of 3 point scale and zones of regulation, Teaching of school values through the curriculum, EP cohort support.	Pupils persevere and respond well to feedback. Pupils increase their independence and sense of achievement. Pupils recognise their worth. They are keen to try new experiences.
LKS2 PP = 37% SEND = 35% EHCP = 3.7% PP&SEND = 17%	Emotional regulation and friendship challenges limited executive functioning, overreliance on devices at home.	Small-group EF sessions, mindfulness, yoga, music tuition, social interaction interventions, transition activities to support being ready to learn, taught strategies to manage disputes with peers, teaching of school values through the curriculum, use of 5 point scale and zones of regulation.	Pupils report strategies that support them to remain confident. Pupils identify what makes them special. Pupils can recognise how learning now leads to jobs/careers,
UKS2 PP = 44% SEND = 40% EHCP = 4% PP&SEND=25%	Confidence impacted by transition and challenge, overreliance on devices at home.	Mentoring and peer leadership opportunities, increased transition opportunities with feeder secondary school, Y6 staff released to hand over to new secondaries thoroughly, SENCO from secondary school invited to Y6 summer SEND reviews to ensure confident start to Y7, SHU workshops in Y5 boost confidence, pupil voice opportunities give children chance to feel they contribute to change, EP support for social confidence interventions.	Pupils demonstrate resilience and self-belief, pupils affect change in school, pupils are well prepared for KS3, pupils can recognise how learning now leads to jobs/careers, pupils and parents confidently prepare for Y7.
IR PP = 67% SEND = 100% EHCP = 100% PP&SEND = 67%	Emotional dysregulation and communication barriers, overreliance on devices at home, limited expectations of independence as adults.	Visual emotion charts, structured sensory breaks, SALT and ASD team input, access to bespoke interventions, e.g. art therapy, pupil voice representatives feel they can affect change, attend whole school/KS assemblies, small group/1:1 teaching, life skills curriculum.	Pupils identify emotions and use calming tools effectively. Pupils demonstrate resilience and self-belief, pupils affect change in school, pupils can recognise how learning now leads to jobs/careers, pupils speak to visitors clearly and confidently.

Intended Outcome 3	To close the gap between pupil premium and non-pupil premium pupils' performance		
Phase	Barriers to Learning	Funding and Targeted Strategies	Success Criteria
Whole School PP = 50.5% SEND = 41.6% EHCP = 3.9% PP&SEND = 49%	Attainment gaps linked to disadvantage. PP pupils may not have the same experiences of culture or general knowledge out of school, typically lower starting points on entry, typically lower aspiration for PP children out of school, 49% of children with PP also have SEND.	Data tracking and responsive teaching, smaller class sizes in KS1 to embed foundational skills, interventions to pre-teach/address misconceptions, staff training on the barriers for disadvantaged pupils, attendance support, tracking and monitoring of all data for all pupils, curriculum opportunities for career/preparation for adulthood, wellbeing/pastoral support, workshops for families, experiential learning, visits/visitors	No more than 10% gap between PP and non-PP attendance and attainment. 100% PP children make good or better progress. All pupils have the same substantive knowledge.
EYFS PP = 60% SEND = 61.6% EHCP = 2% PP&SEND = 41%	High SEND; early language delay, lack of knowledge and understanding of the world	RWI Phonics; early reading workshops (Sarah Peck), additional staff member for Intensive interaction/CLL support, Curiosity Approach, parent curriculum afternoons, LA SEND support.	Phonics and literacy outcomes align with peers, KUW aligns with peers, SEND provision meets needs of all learners.
KS1 PP = 57% SEND = 28% PP&SEND = 24%	Gaps in early reading, writing and maths on entry to school, extensive transition to KS1 needed, gaps in executive functioning and independence,	Small-group interventions, phonics groupings based on stage, not age, phonics catch-up work, parent workshops, play-based learning where appropriate, extensive SEND provision, experiential learning, real audiences for writing to boost engagement.	No more than 10% gap between PP and non-PP attendance and attainment. 100% PP children make good or better progress. All pupils have the same substantive knowledge.
LKS2 PP = 37% SEND = 35% EHCP = 3.7% PP&SEND = 17%	Complex needs, executive functioning gaps, high levels of SEND (particularly SEMH)	Academic interventions, social interaction interventions, regulation support, boosters, experiential learning, SEND support, executive functioning interventions	No more than 10% gap between PP and non-PP attendance and attainment. 100% PP children make good or better progress. All pupils have the same substantive knowledge.
UKS2 PP = 44% SEND = 40% EHCP = 4% PP&SEND=25%	Complex needs, executive functioning gaps, high levels of SEND (particularly SEMH), anxiety around transition, limited aspiration for adulthood	Live and planned interventions, personalised target setting with pupils, real purposes for writing, self-esteem support to raise aspiration, visits to raise aspiration, additional TA in Y6, support from LA SEND teams to consider strategies for teaching, booster groups, parent workshops	No more than 10% gap between PP and non-PP attendance and attainment. 100% PP children make good or better progress. All pupils have the same substantive knowledge. 100% PP pupils report

			feeling confident about transition to secondary school.
IR PP = 67% SEND = 100% EHCP = 100% PP&SEND = 67%	SEND and PP overlap, complex needs of entire cohort	Personalised curriculum, progress mapping, life skills curriculum, high staff ratios, experiential learning, extensive transition support	No more than 10% gap between PP and non-PP attendance and attainment. 100% PP children make good or better progress.

Intended Outcome 4		To improve attainment in reading, writing and maths for disadvantaged pupils at the end of KS2	
Phase	Barriers to Learning	Funding and Targeted Strategies	Success Criteria
Whole School PP = 50.5% SEND = 41.6% EHCP = 3.9% PP&SEND = 49%	Limited vocabulary on entry, gaps in communication, limited exposure to reading for pleasure and age-appropriate vocabulary and overreliance on devices, parent views of SATS, difference between our personalised provision for each child through school and standardised testing	Quality texts, reading for pleasure, parent workshops for phonics, reading and understanding of standardised tests, debate and discussion in class, opportunities to discuss issues with children and adults, pupil voice opportunities, targeted boosters, exposure to testing circumstances	Pupils perform in line with their peers nationally. There is less than 10% difference between the results for those with PP and those without. All pupils make at least expected progress from their starting points. Parents recognise the tests as a measure of readiness for KS3 curriculum, not “just a measure of the school”.
EYFS PP = 60% SEND = 20% EHCP = 2% PP&SEND = 41%	22% of cohort have SLCN SEND, limited exposure to reading and maths at home, parents do not consider next stages of education during EYFS, poor attendance in EYFS leads to gaps in fundamental knowledge, a significant number of pupils (39%) have attendance below 90% at October half term.	LEAP, parent workshops for phonics and early skills, curriculum afternoons and reading with parents to raise profile of learning, targeted interventions, additional staffing, targeted phonics groupings, bespoke reading/phonics homework, Curiosity Approach	Pupils achieving GLD are at least in line with national. There is less than 10% gap between the attainment of PP and non PP children.
KS1 PP = 57% SEND = 28% PP&SEND = 24%	Limited vocabulary upon entry, limited exposure to experiences out of school, historical attendance issues led to early gaps	Vocabulary-rich displays, structured talk, extended transition for Y1, bespoke phonics and reading workshops for parents, fast track tutoring for phonics, manipulatives and concrete resources for maths, high quality texts and reading for pleasure, role playing and oral rehearsal, live interventions, SEND adaptations, purpose for writing.	Pupils perform at least in line with their peers nationally. There is less than 10% gap between the attainment of PP and non PP children.
LKS2 PP = 37% SEND = 35% EHCP = 3.7%	16% pupils have SLCN as primary need. Limited exposure to reading age-related vocabulary out of	Paired reading, dialogic teaching, live interventions, fluency interventions, creative	Pupils perform at least in line with their peers nationally. There is less than 10%

PP&SEND = 17%	school, limited experience of English/Maths out of school	homework to boost independent application of skills, SEND adaptations, LA SEND support, parent curriculum afternoons, links made explicit between core skills and wider curriculum/careers, focus on number patterns and multiplication, PLP support for T&L, purpose for writing.	gap between the attainment of PP and non PP children.
UKS2 PP = 44% SEND = 40% EHCP = 4% PP&SEND=25%	Parents see tests as a measure for the school, not an indicator of readiness for KS3 curriculum, curriculum is tailored to needs of children but standardised tests are not, exposure to age-related reading material at home, limited experiences of applying English and Maths at home	Debate, structured oracy tasks, test technique teaching, wellbeing support around anxiety, parent workshops to show SATs as a measure of KS2 achievement rather than just a school judgement, personalised targets, live interventions, boosters, work around careers/transition, additional TA, purpose for writing.	Pupils articulate ideas confidently and accurately. Pupils perform at least in line with their peers nationally. There is less than 10% gap between the attainment of PP and non PP children.
IR PP = 67% SEND = 100% EHCP = 100% PP&SEND = 67%	Complex needs mean that no children are performing at ARE in Reading or Writing. 2 children can calculate within their age-related curriculum but will not sit tests due to their inability to work independently to deadlines.	Birmingham Toolkit used to assess small steps, aspirational targets are met, EHCP target work, high staff ratio, LA SEND input, life skills curriculum (money, reading timetables etc), purpose for writing.	Pupils make at least expected progress against their starting points. Pupils meet their end of Key Stage EHCP targets.

Intended Outcome 5			
To ensure that no child is persistently absent from school			
Phase	Barriers to Learning	Funding and Targeted Strategies	Success Criteria
Whole School PP = 50.5% SEND = 41.6% EHCP = 3.9% PP&SEND = 49%	Term time holidays, parental mental health causing lateness/absence, attendance for pupils with SEMH, complex families with several children	Parent support to manage home routines, organisation and parental authority, FIS referrals for parents who need support, morning calling, parent check-ins, Attendance workshops, LA attendance support, Attendance Officer,	No pupils are persistently absent. Those with PP do not miss more days' schooling than their peers. Those with SEND do not miss more days' schooling than their peers.

		Trophies, rewards and competitions, late gate, FPN for term time holidays, reminders to administer medicine and send children rather than stay at home, late opening in adverse weather conditions is considered to parents choosing not to bring their children.	
EYFS PP = 60% SEND = 20% EHCP = 2% PP&SEND = 41%	Some parents do not recognise the importance of good habits at an early age, holidays are taken as FPN are not issued, parents do not always realise the social development missed through poor attendance, gaps in learning through poor attendance	Parent workshops, parent support meetings, admissions meetings discuss this at length, pupils are rewarded for good attendance, class rewards, Attendance officer calling, late gates.	No child is persistently absent.
KS1 PP = 57% SEND = 28% PP&SEND = 24%	Parental mental health, term time holidays, pupils cannot bring themselves to school, absences when siblings are ill but the pupil is not.	Parent support, informal and formal attendance meetings, referrals to LA for support, attendance lessons taught to encourage aspiration and resilience in children, importance of punctuality taught, Attendance Ambassadors represent their peers and affect change, social care support for families under their purview.	No child is persistently absent.
LKS2 PP = 37% SEND = 35% EHCP = 3.7% PP&SEND = 17%	Parental mental health, term time holidays, pupils cannot bring themselves to school, absences when siblings are ill but the pupil is not.	Parent support, informal and formal attendance meetings, referrals to LA for support, attendance lessons taught to encourage aspiration and resilience in children, importance of punctuality taught, Attendance Ambassadors represent their peers and affect change, aspiration and resilience interventions.	No child is persistently absent.
UKS2	Parental mental health,	Parent support, informal	No child is persistently

PP = 44% SEND = 40% EHCP = 4% PP&SEND=25%	term time holidays, absences when siblings are ill but the pupil is not, some pupils with SEMH do not have embedded resilience strategies, lack of aspiration for jobs in the future.	and formal attendance meetings, referrals to LA for support, attendance lessons taught to encourage aspiration and resilience in children, importance of punctuality taught, Attendance Ambassadors represent their peers and affect change, aspiration and resilience interventions, social care support for families under their purview.	absent.
IR PP = 67% SEND = 100% EHCP = 100% PP&SEND = 67%	Distance from school, punctuality term time holidays.	LA transport, Parent support, informal and formal attendance meetings, referrals to LA for support, attendance lessons taught to encourage aspiration and resilience in children, importance of punctuality taught, Attendance Ambassadors represent their peers and affect change, aspiration and resilience interventions,	No child is persistently absent.

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.

<p>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.)</p>	<p>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.</p> <p>95% of children are able to recognise the emotions they are feeling and have strategies they use to overcome difficulties.</p> <p>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.</p> <p>95% of children are able to utilise Executive Functioning strategies to support their learning and understanding- evidenced within their learning behaviours and achievements.</p>
<p>To close the gap between pupil premium and non-pupil premium pupils' performance.</p>	<p>EYFS, KS1 and KS2 outcomes show that at least 90% of disadvantaged pupils are achieving in line with their peers at EXS and GDS. Evidence of increased engagement in lessons, as observed through learning walks, pupil feedback, and classroom participation.</p> <p>Improved attainment and progress in targeted subject areas, particularly for pupil premium pupils.</p> <p>Regular feedback and consultations with pupil premium pupils show increased self-esteem and a more positive attitude toward learning.</p> <p>Due to EEF research findings, interventions are to happen fluidly and within the classroom to support the immediate needs of disadvantaged pupils.</p>
	<p>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 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>

<p>To further improved attainment in Reading and Maths for disadvantaged pupils at the end of KS2.</p>	<p>Assessments and observations indicate significantly improved oral and written 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>LEAP programme fully embedded in and KS1.</p> <p>Maths and English curriculum consistently apply high quality teaching and learning pedagogy, engage learners and lead to progress.</p> <p>Marking and feedback swiftly moves on learning in all subjects. 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 move through school. English and Maths skills are reinforced through practical activities and the wider curriculum.</p>
<p>To ensure that no child is persistently absent from school</p>	<p>Sustained high attendance from 2023/24 and 24/25 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 at least in line with the Sheffield average and national average <p>Strong partnerships are made with professionals in the Inclusion and Attendance Team 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</p>

	<p>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 are pursuing the Leading Parent Partnership Award (LPPA) to strengthen school-parent collaboration. This framework is enhancing parental involvement, improving communication, and empowering 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>	2,3,4

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>	2,3,4,5
<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 approaches to enhance wider curriculum teaching.</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>	1,2,3,4,5

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
Booster groups targeted to improve attainment and confidence of all Year 6 pupils, particularly those with disadvantage.	EEF research highlights that small-group or one-to-one tuition, delivered by qualified teachers or experienced staff, can accelerate progress by up to four months on average. Targeted support, when closely aligned with classroom learning, helps address specific gaps in knowledge and boosts confidence and motivation, particularly for disadvantaged pupils (EEF, 2021).	1,2,3,4
Programmes 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. 	1,2,3,4,5

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

Budgeted cost: £72,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
The introduction of a new role to improve the attendance and punctuality of all pupils, particularly those with disadvantage	<ul style="list-style-type: none"> National and local data shows a strong link between poor attendance and lower academic outcomes, particularly for disadvantaged pupils. The Education Endowment Foundation (EEF) and DfE highlight that targeted pastoral support and dedicated attendance leads can significantly improve engagement and attendance rates. Ofsted and DfE guidance recommend clear leadership and accountability for attendance to drive improvement. 	1, 2, 3,4,5
<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 	1,2,3,4,5
Allocation of funding to support eligible vulnerable pupils to access our wider offer, including visits and curriculum enrichment	<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
<p>Allocation of funding to support eligible families with uniform/school costs</p> <p>Parents will be supported with the provision of sports</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 	1,5

uniform as well as school uniform. This will enable children access our curriculum sports provision in suitable attire as well as feeling more confident to participate in extra-curricular clubs	<p>this barrier.</p> <ul style="list-style-type: none"> • Increased pupil well-being • Improved sports performance - comfort 	
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Total budgeted cost: £192,060

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

