

Pupil premium strategy statement

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Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Lincoln Birchwood Junior School
Number of pupils in school	254
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 -2024/2025
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	Matthew Davies (Head teacher)
Pupil premium lead	David Beveridge (Deputy Head teacher)
Governor lead	Charlotte Hickerton Lead for disadvantaged to pupils.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,510
Recovery premium funding allocation this academic year	£9,498
School Led Funding	£15,839
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	£209,275

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 more able pupils.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The Activities we have outlined in this statement is also intended to support the pupils 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through Education Endowment Foundation (EEF) interventions and approaches for pupils whose education has been worst affected, including non-disadvantaged pupils.

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.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- provide experiences and opportunities for disadvantaged pupils to thrive.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate under-developed vocabulary and reading language skills among many disadvantaged pupils. These are evident from Year 3 through to Year 6 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>GT#2 & Vocabulary and language Barrier</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p>Our assessments and observations indicate that pupils who are disadvantaged and SEND have been impacted by the partial school closures compared to disadvantaged and non-disadvantaged pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind in Reading, Writing and Maths. Specifically with disadvantage pupils with SEND needs greater exposure to developing meta-cognition and self-regulation strategies</p> <p>GT#1 & Meta-cognition</p>
4	<p>Our pupil voice and observations indicate that the education and wellbeing of many of our disadvantaged pupils suffer with a lack of cultural capital which is crucial in supporting effective learning and the long term memorisation of knowledge. One identified factor being the lack of access to enrichment opportunities.</p> <p>GT#3 & Long term memory</p>
5	<p>Our assessments (including pupil surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Referrals to therapeutic interventions have markedly increased during the pandemic. Pupils (who are disadvantaged) require social emotional needs.</p> <p>GT#4</p>
6	<p>Our attendance data in 2019 indicates that attendance among disadvantaged pupils has been 3% lower than for non-disadvantaged</p>

	<p>pupils. This is no longer the case as disadvantage pupils now have attendance data that is higher than its national comparison.</p> <p>That said, our assessments and observations do still indicate that persistent absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>GT#5</p>
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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
Improved vocabulary and language skills among disadvantaged pupils.	Assessments and observations indicate significantly improved vocabulary language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged/SEND pupils by end of KS2.	KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard. SEND pupils progress positive against KS1 data.
Improved Maths attainment for disadvantaged/SEND pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
Improved teaching and learning to support for disadvantaged pupils focusing on meta-cognition and independence.	Pupils use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. 95% of disadvantaged pupils identify as having a positive attitude towards learning.
To achieve and sustain improved wellbeing for pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant reduction in pupils needing therapeutic interventions.

	a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To provide experiences and opportunities to ensure that the disadvantaged pupils are able to apply these experiences in our ambitious curriculum.	<p>Increased opportunities for children to have rich experiences related to our ambitious curriculum. Children able to apply their experiences to different parts of the school's curriculum.</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Disadvantages participation in club inline with non-disadvantaged
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. <p>The percentage of all pupils who are persistently absent being below 14% and the figure among disadvantaged pupils being no more than 3% lower than their peers.</p>

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: £106,506.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD program for reading We will purchase resources and fund ongoing teacher training and release time.	<p><u>EEF Guidance: Progress +7 Months.</u> <i>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 (see also metacognition and self-regulation).</i></p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1,2
CPD for all subject leaders for implementing meta-cognition and retention principles into the curriculum.	<p><u>EEF Guidance: Progress +7 Months.</u> <i>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</i></p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	4
Retention of an additional teacher to help provide reduce	<p><u>EEF Guidance: Progress +4 Months.</u> <i>There is a strong evidence base that suggests small group tuition helps pupils make more progress specifically pupils with SEND.</i></p>	3

<p>class sizes and facilitate supporting pupils with SEND.</p>		
<p>Embedding reading community across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p><u>EEF Guidance: Progress +6 Months.</u></p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to</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 (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>

<p>access Maths Hub resources and CPD (including Teaching for Mastery training). We will fund more QTS staff to support with tuition.</p>		
<p>Enhance ment of our SEND teaching and curriculum planning with DFE and EEF guidance. We will fund SENDCo release time to embed key elements of SEND teaching practice in school and provide access to SEND</p>	<p>There is evidence from the EEF that suggests schools implement 1-5 recommendations to improve the provision for SEND children (E.G: improved attainment, attitudes and access to high quality teaching).</p> <p>EEF Special Educational Needs in Mainstream Schools</p>	<p>2, 3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p>

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.		
Employment of an Attendance Officer	Our data suggests that pupils with good attendance attain well and make good progress against their KS1 targets	6

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

Budgeted cost: £35,502

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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 <u>EEF Guidance: Progress +5 Months.</u>	1,2
Active English & Active Spelling programmes	<u>EEF Guidance: Progress +5 Months.</u> <i>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on</i>	1,2,3

	<i>the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both</i>	
QTS Tuition	<p>Employment of two fully qualified teachers of KS2 and to provide quality first teaching for the Pupil Premium group in order to help children make accelerated progress by reducing class size.</p> <p><u>EEF Guidance: Progress +3 Months.</u></p> <p><i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</i></p>	1,2,3
Music Tuition	<p>Music Tuition provided free of charge for PP children. Dan The Guitar Man employed for three days.</p> <p><u>EEF Guidance: Progress +3 Months.</u></p> <p><i>Arts participation is defined as involvement in artistic and creative activities, such as music. Overall, the impact of arts participation on academic learning have shown improvement in Maths & Science.</i></p>	5 & 6

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

Budgeted cost: £35,502

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Visits	<p>Outdoor Adventure Learning: Financial support for parents of PP children for residential visits in Y4 and Y6.</p> <p><u>EEF Guidance: Progress +4 Months.</u></p> <p><i>Outdoor adventure learning typically involves outdoor experiences, such as climbing, survival, orienteering, or</i></p>	4, 5 & 6

	<p>sailing. These can be organised as intensive residential courses at local outdoor centres.</p> <p>Adventure education usually involves collaborative learning experiences with high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion are also involved.</p>	
London Educational Visit	<p>London trip for Year 6 PP Pupils.</p> <p><u>EEF Guidance: Progress +4 Months.</u></p> <p>Outdoor adventure learning typically involves outdoor experiences, such as climbing, survival, orienteering, or sailing. These can be organised as intensive residential courses at local outdoor centres.</p> <p>Adventure education usually involves collaborative learning experiences with high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion are also involved.</p>	4 & 5
Milk	<p>Milk provided free of charge for PP children.</p> <p><u>Reason Why:</u></p> <p>To ensure all PP children have the right nutrition to support with their development and to support with their academic learning.</p>	4 & 5
Ed Psyc & Art Therapy	<p>Art Therapy: Provide counselling and therapy to support with well-being/ self-esteem and self-strategies.</p> <p><u>EEF Guidance: Progress +4 Months.</u></p> <p>Interventions which target social and emotional learning seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on academic or cognitive elements of learning. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	3 & 4

Mini-Police Project	<p>Mini-Police project to support with Peer tutoring and Social Emotional behaviour of the children.</p> <p><u>EEF Guidance: Progress +5 Months.</u></p> <p><i>Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning and social emotional behaviour.</i></p>	<p>5 & 6</p>
CGP Resources (Homework)	<p>Homework resources provided for all PP children.</p> <p><u>EEF Guidance: Progress +5 Months.</u></p> <p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p>	<p>6</p>
Cookery Club	<p><u>EEF Guidance: Progress +3 Months.</u></p> <p><i>Explicit teaching of creative skills and techniques.</i></p> <p><i>Opportunities for pupils to practice, reflect on their strengths and identify areas for improvement.</i></p> <p><i>Access to materials, equipment, extra-curricular activities and cultural experiences.</i></p>	<p>4,5,6</p>

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 2022-2023 academic year.

Our assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track pre-pandemic. Therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The 2022-2023 academic year pupil premium spend primarily focused on purchasing phonics resourcing, staff CPD and improving attendance as pupils return from the pandemic.

Attendance is aspect of this plan that has been modified due to the success of the 2022-2023 strategy. Since returning from partial school closures due to the pandemic, attendance rates have been higher than average. However, through the work of the newly formed attendance team and allocation of resources disadvantage pupils attendance has continuously been about their peers nationally. This has never been the case at the school since the introduction of the pupil premium strategy.

With reference to the impact of the CPD programme and resource procurement to support disadvantaged pupils the in-year assessments show the gap between disadvantaged and non-disadvantaged pupils is reducing. End of KS2 reading progress for disadvantaged pupils has improved and is now broadly in line with national comparisons.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We hired several tutors and an online tutoring system dedicated to improving the outcomes for children in Literacy and Maths.</p> <p>We have also secured the services of an Art Therapist to support children by expressing their worries and concerns, therefore reconnecting with family members who have been deployed.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Teachers and support staff observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.</p>

Further information (optional)

Our pupil premium strategy will be supplemented by additional activities that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. This has also incorporated the two-day training of a Mental Health First Aider.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We have also commissioned a pupil premium review to get an external perspective. This will take place in January 2023.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools' database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.