Birdsedge First School

Pupil premium strategy statement 2026-2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	25.4% - 2025 funding is based on 2024 pupil numbers
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Governing Body
Pupil premium lead	Donna Barker
Governor / Trustee lead	Sian Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,700
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*	£52, 700

Part A: Pupil premium strategy plan

Statement of intent

Ultimately we want all children at Birdsedge First School, no matter their background, to reach their full potential. In order for this to happen we aim to identify any barriers to learning for children and ensure provisions are carefully planned to address and remove these. In addition to this, we also recognise that other pupils, who do not receive direct funding, may be disadvantaged. As a result, the school invests in providing high quality teaching and learning for ALL pupils. Quality First teaching is our primary focus.

It is the intent of our Pupil Premium strategy to close the gap between disadvantaged pupils and their non-disadvantaged peers by:

- Ensuring all pupils receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well -being, social , emotional and mental health and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Our strategy is informed by research, including that of the Education Endowment Foundation and like all aspects of our School Development work is driven by and centred around our school vision of providing 'Birdsedge BEST':

- *ALL children should have Brilliance in their knowledge through a broad and balanced curriculum, that is made accessible to all.*
- *ALL children should have Excellence in their education by making sure lessons are consistent, differentiated and use strong and high quality teaching.*
- *ALL children should have an equal opportunity to be Successful in their wider lives both now and in the future due to the knowledge, skills and experiences we give them.*
- *ALL children should feel safe and happy through the Trust we have in each other. Ultimately, we want all of this to happen in a safe, positive and inclusive school culture.*

Challenges

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

Challenge number	Detail of challenge
1	*Social and Emotional Barriers impacting on Learning – Some children experience significant social and emotional needs. As well as the pastoral support this needs, it can also affect their learning behaviours impacting negatively on engagement and attainment. This is a barrier to children accessing classroom learning fully.*
2	*Language Development –* Some disadvantaged pupils experience gaps in their vocabulary and have limited oral language development. Although key vocabulary

	development a focus and need for all children, there needs appears to be more significant for a number of disadvantaged children.
3	*Attendance* – attendance for disadvantaged pupils has been below in some cases of peers in school.
4	*Low attainment* – some disadvantaged pupils are currently working at a level that is below expectations for their age and may have gaps in the basic core skills they need to access a full curriculum. As mentioned some pupils have speech and language difficulties on entry to school that require referrals to the relevant service and a number of pupils have difficulties with working memory and processing new information and concepts.
5	*Reduced access to broad and rich wider life experiences* – Some disadvantaged pupils may not have the same life experiences as their peers. In some instances there can be a lack of drive to push themselves above this, seek additional training or education or to seek better employment prospects. Some disadvantaged pupils may have parents that are reluctant to engage fully with school compared with other families in school. This could be through attending parent consultation evenings, attending school events or not engaging fully with home learning.

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
All pupil premium pupils are better supported in their Social and Emotional needs so they can access learning more successfully make better progress in their learning.	The social and emotional needs are better met and children supported to manage these areas more successfully which helps them be in a better place to engage in and remember learning in the classroom.
All pupil premium children develop good language skills and a rich vocabulary that helps them to communicate successfully, access the classroom and curriculum and make progress that is in line with their peers.	Ongoing assessment and observation show that children improve their vocabulary breadth and communicate more confidently, this is both generally across the curriculum but particularly in reading comprehension and writing quality. The difference in language development and attainment between disadvantaged children and their peers narrows.
All pupil premium have good or better attendance and are punctual at the start of the school day.	Ongoing, regular attendance checks show that this group of pupils has attendance that is at least in line with that of their peers. Where it is not, there are clear strategies and support in place for this to improve.
All Pupil Premium pupils to make good progress in reading, writing and maths that enables them to fully access all areas of the curriculum.	Pupils are reading at a level that matches or exceeds that of their peers or have made strong, evident progress from their relative starting points across the core subjects.
All pupil premium pupils to have equal access to all extra-curricular activities as their peers, including residential and other out of school visits and musical opportunities.	All pupil premium pupils have taken part in extra-curricular activities on par with take-up of their peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue with whole staff CPD on quality first teaching to support learning for all groups of pupils. This will include cognitive and metacognitive approaches, scaffolding, flexible grouping, using technology as well as focused training on specific needs of SEND.	Quality First Teaching (QFT) is a style of teaching that focuses on high quality and inclusive teaching for every child in a classroom. Quality First Teaching relies on a variety of learning strategies in order to be effective, like differentiated learning and the use of SEND resources. In short, QFT is an approach that highlights the need for a personalised learning experience and encourages greater inclusion of pupils with SEND needs.	4
Embed the Ready Stead Spell and Ready Steady Read initiatives to supplement the Ready Steady Write Curriculum. Including ongoing CPD and support for staff.	Literacy Counts is recognised by industry leading awarding bodies including BETT, Teach Primary, Teach EYFS and ERA awards for the impact it has on literacy education. All frameworks in the initiative are research backed and built on the latest literacy research.	2 and 4

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

Budgeted cost: £31,500 contribution rest school budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused CPD for all Teaching Assistants throughout the school year.	Research (EEF) shows that there is evidence to suggest that a well-trained teaching assistant can have more impact leading an intervention planned by a teacher can have more impact than if they were simply deployed in the classroom	4
Full time ELSA training support assistant to run regular Emotional Literacy Support Interventions for targeted disadvantaged children	ELSA is an evidence based intervention and a scoping review of the research by Rogers and Kelly 2024 highlights there are over 10 years worth of evidence to support the intervention and how it improves young people's emotional literacy in understanding a range of emotions and being able to better emotionally regulate and have more positive experiences of school.	1

Forest School Practitioner to deliver regular Outdoor Learning Interventions to support our highest need disadvantaged children and improve their attendance in school.	As Outlines by the EEF we know that Outdoor Adventure Learning can provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions may support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	1, 2 and 3
Provision of small group support across school led by teacher (added teaching capacity to provide smaller classes with fewer year groups)	Research has shown that +4 months progress can be made in small group tuition where a qualified teacher works with up to five pupils.	4

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

Budgeted cost: £ 16, 900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards 75% of costs of school residential visits; all visits in school time subsidised.	We know that if financial assistance was not given, these families would not be able to afford to send their children on these visits. In providing financial support, pupil premium children are given the same opportunities as their peers.	5
Provision of externally and internally run after school activities for free (up to £1500 in total). Additional staffing to run a targeted accessible extra curricular club for those disadvantaged children with a high need.	We know that if financial assistance was not given, these families would not be able to afford to send their children to such clubs/activities. In providing financial support, pupil premium children are given the same opportunities as their peers.	5
Supply uniform and book bags for all Pupil Premium children (up to £500 in total)	It is well known that when disadvantaged pupils have a poor image of themselves, their learning suffers. In offering a free school uniform each year these pupils are free from concerns about their appearance.	5
Identify pupil premium at the start of the year who may be at risk of lower attendance / more punctuality concerns / and have less parental support than their peers. Regular Monthly supportive Engagement meetings in	Where such meetings have taken place in the past in school there is an improved pattern of attendance and punctuality. Parents have valued the opportunity to discuss issues that may be affecting the family and appreciate the further support that school can offer. Relationships with more vulnerable families are forged and can be	3

school with the Executive Headteacher.	built on to reduce anxieties and build better attendance based on trust.	
All classes to be taught a musical instrument every key stage as part of the music curriculum to ensure equal opportunity and encourage more children to take up music/instruments in the future.	Some children may not have access or exposure to learning a musical instrument. Exposure to this can encourage and inspire pupils to continue to raise aspirations.	5
Whole School Development of 'Trauma Informed' practise through targeted CPD for teachers and Teaching Assistants and the development of therapeutic sessions for those children who need it. Direct work and training carried out in school by child therapist team.	Research into the importance of play supports the need for children to explore and address social and emotional needs in a play based and therapeutic activity.	1
Development of Pastoral Space where interventions with a trained pastoral Key Worker, both planned and re-active, are provided for children with Social, Emotional and Mental Health Needs appropriately.	We know that some disadvantaged children experience significant social and emotional needs which are a barrier to them accessing classroom learning fully.	1

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of EYFS

- There are 7 pupils in the cohort with 14% mobility.
- 14% of pupils have an EHCP
- 85.7% achieved a good level of development (all children without SEND)

Y1 Phonics Screen

- There are 14 pupils in the cohort
- 28.5% of the cohort have an EHCP
- A further 14% have an MSP awaiting DTA
- 71% passed the phonics screen (21% disapplied)

Y2 Phonics Screen (re-takes from Y1)

- 3 pupils retook the screen and 1 pupil disapplied
- 67% passed the retake

End of Key Stage One Y2 teacher assessments

- There are 15 pupils in the cohort
- 13.3% of the children have and EHCP
- 13.3% of further children have an MSP

	READING	WRITING	MATHS
% of pupils working at or exceeding expectations	66.6% (10)	60% (9)	73.3% (11)

Y4 Multiplication Check

- There are 10 pupils in the cohort
- 10% have and EHCP
- Further 10% have an MSP
- 40% achieved score of between 21-25 marks
- 10% achieved score of between 17-20
- 30% achieved score between 11 – 16
- 20% achieved score between 0 – 10