

Pupil Premium Strategy Statement 2025-26 – Birkdale Primary School

This statement details our school's use of pupil premium (including a recovery 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	426
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	01/09/25
Date on which it will be reviewed	July 2026
Statement authorised by	N Sheeran- Headteacher/Governing Body
Pupil premium lead	Mrs L Szabo/ Mr D Jessop
Governor / Trustee lead	M McDermott/N Rimmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143940
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£2,419,829

Part A: Pupil premium strategy plan

Statement of intent

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

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

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

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

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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped literacy and oracy among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	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.
3	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected (now in small part) by the impact of the COVID-19 pandemic mainly in the area of SEMH.</p> <p>Although the distance between this event and now has grown the school will consider this alongside all other issues which have resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths from year to year.</p>
4	<p>Our assessments (including wellbeing survey), 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>Teacher referrals for support remain relatively high. A number of disadvantaged pupils currently require additional support with social and emotional needs and require small group interventions from newly appointed Emotional Literacy Support Assistants(ELSAS)</p>
5	Our attendance data in recent years indicates that a third of all pupils who are 'persistently absent' are disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Our recently established Attendance Team will aim to tackle this issue on a local level with the aid of national good practice findings. A focus centered around Behaviour and Attitudes will be a priority within our whole school SDP – see also Wider Strategies..

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 oral language skills, vocabulary and literacy among disadvantaged pupils.	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, learning walks, book scrutiny and ongoing formative assessment.
Improved reading/writing attainment among disadvantaged pupils.	Whole school reading outcomes derived from a previous whole school priority focus show that a higher proportion of

	disadvantaged pupils meet the expected national standard. This focus, alongside writing targets will continue to be a whole school priority.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Whole school mathematics outcomes show that a higher proportion of disadvantaged pupils meet the expected national standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • encouraging a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than the LA and/or national average

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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of intervention materials. Training for staff to ensure interventions/assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1, 2, 3, 4
Embedding dialogic activities across the school curriculum. These can	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as	1

<p>support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Funding provided covers the additional support staff to deliver a full range of adult led support strategies.</p>	<p>high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	
<p>Fully embedding stronger phonics teaching for all pupils (Use of Little Wandle – Phonics Year 1 Result 2025: 96%</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. Training and support to continue.</p>	2
<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 English and Maths Hub resources and CPD</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>	3
<p>Improve the quality of social and emotional learning.</p> <p>Fund the cost of two full-time ELSAS</p> <p>Such approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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>	5

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

Budgeted cost: £88,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued delivery and expansion of a support approach to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: (impact of Living Language, Speech and Language support)	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. .	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions.	2
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills	Targeting at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1
Targeted deployment of teaching assistants to support key children and year groups. Teaching assistants deliver carefully planned and specific learning interventions based on pupils' needs in all classes.	The average impact of the deployment of teaching assistants is around three to four months' progress over the course of the year. A strategic plan to the deployment of teaching assistants is crucial to maximise the impact of this support.	ALL – all TA's deployed in all target areas

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

Budgeted cost: £33,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on wellbeing with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF</p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE https://www.gov.uk/government/publications/working-together-to-improve-school-attendance advice (updated 5/09/23) and other LA led support with attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £143,940

Part B: Review of the previous academic years

Outcomes for disadvantaged pupils

The well-being of pupils is always at the forefront of all we do at Birkdale Primary. **We received the Attachment and Trauma Sensitive Schools Award (ATSSA) in June 2025.** Pupils must feel safe, secure and emotionally regulated in order to be ready to learn. Social and emotional challenges have been far greater in recent years. Additional support has been and continues to be provided for disadvantaged pupils and their families to address these needs. Support over the year in addition to academic support has included pastoral, emotional, financial support as well as referrals/working alongside additional agencies. This support has resulted in increased engagement from families and this has directly impacted on improved outcomes for pupils, in terms of their attendance and welfare. We will continue to build on this support over the coming years, placing mental health and well-being at the very core of our strategic plans and improvements.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that the school needs to focus on shifts in attainment between Year groups and plugs gaps in strategies with the use of additional support – especially for SEND/PPG children.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption (now in small part) due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that the school's priorities should now be centred around – attendance, the Ofsted areas for improvement (inspection April 2024), whole school writing, reading, wellbeing and maths. These will be detailed in Action Plans to be found in our School Development Plan.

Based on all the information above, the performance of our disadvantaged pupils fell below expectations at the end of Key Stage 2 assessments, but we are at present on course to achieve the outcomes we set out to achieve by 2025/26 throughout the whole school, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that analysis of a range of academic data and attendance data/information was found to be particularly effective during the previous academic year.

Further information

Additional activity

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

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- The ATSSA and Wellbeing training we have selected will focus on the training needs identified to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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 will also commission a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several 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 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.