

Pupil premium strategy statement – Birch C of E (VA) Primary School

This statement details our school's use of pupil premium (and 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 | 123 |
| Proportion (%) of pupil premium eligible pupils | 11% (13 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2027 |
| Date this statement was published | October 2025 |
| Date on which it will be reviewed | November 2026 |
| Statement authorised by | Rebekah May |
| Pupil premium lead | Rebekah May |
| Governor / Trustee lead | Anthony Scrafton |

Funding overview

| Detail | Amount |
|--|---|
| Pupil premium funding allocation this academic year | £19, 695 PP £3850 SP TOTAL £23545 <i>(Taken from the budget plan for 2025/26)</i> |
| Recovery premium funding allocation this academic year | |
| 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> | £23545 |

Part A: Pupil premium strategy plan

Statement of intent

At Birch C of E (VA) Primary School, we pride ourselves on our 'Success for all' ethos. We want our Christian school to be a welcoming, caring, happy and stimulating place, where everyone is encouraged to:

- Reach high standards of achievement
- Feel valued and have confidence in their own abilities
- Act kindly and respectfully towards others
- Develop their potential for the benefit of all

All our work is underpinned by the Church of England's vision of 'Life in all its fullness' for all of our pupils and by our Christian Vision Statement '*At Birch, we believe that as Jesus, the Good Shepherd, came to serve everyone, we also lead through service. With our key Christian Values of 'wisdom', 'trust' and 'friendship', we are a community who are kind, joyful, playful, responsible and inclusive. We reflect this each day in our relationships, in our learning and in our daily collective worship*'. We are committed to enabling every child to reach their full potential. This includes improving the outcomes for disadvantaged children and other pupils who face additional challenges and require extra support.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Attendance and safeguarding concerns |
| 2 | Mental health and wellbeing |
| 3 | Access to technology and educational materials (including extra-curricular activities) |
| 4 | Foundations in learning, including the impact of COVID-19 |

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 |
|--|---|
| Closely monitor attendance and safeguarding concerns for all pupils, including those eligible for PP. | All pupil attendance to be above 90% Safeguarding procedures followed by all employees/volunteers and full governing body |
| Increase wellbeing support for all pupils, including those eligible for PP. | Increase strategies pupils have to feel resilient, safe and positive. |
| Ensure there is no educational disadvantage for pupils eligible for PP. | Disadvantaged pupils will have access to the same opportunities as their peers, including access to technology and educational materials (including extra-curricular activities). |
| Monitor the teaching and learning of Phonics so that it meets the precise and individual needs of all pupils, including those eligible for PP. | Achieve national average expected standard in Year 1 Phonics Screening Check (<i>national average: 81% in 2025</i>). |
| Identify gaps in learning, including the impact of COVID-19. Focus group – current Year 5 cohort. | Achieve national average scores in all standardised tests. |

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 |
|--|--|-------------------------------|
| Early Years Practitioner Networking Group | The Tiptree & Stanway Schools Consortium Core Training Package 2025-26 | 4 |
| Moderation meetings for Y2/Y4/Y6 | The Tiptree & Stanway Schools Consortium Core Training Package 2025-26 | 4 |
| Whole Staff work with consortium on 'Making Learning Sticky' | The Tiptree & Stanway Schools Consortium Core Training Package 2025-26 | 4 |

| | | |
|---|--------------------------------|---|
| Staffing, including proportion of TAs and SENCo allowance | Education Endowment Foundation | 4 |
|---|--------------------------------|---|

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

Budgeted cost: £2,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--------------------------------------|-------------------------------|
| Small group tuition, including Number Stacks intervention | Education Endowment Foundation | 4 |
| RWI Fresh Start (Phonics programme for KS2 pupils) | Validated by DfE | 4 |

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

Budgeted cost: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Use of CPOMS to monitor and record safeguarding concerns/behaviour log | Widely recognised holistic approach | 1 |
| Safeguarding training | Annual training for all employees and full governing body Level 3 Child Protection Designated Person training Safeguarding briefings | 1 |
| Use of SIMS and INSIGHT to monitor and record attendance | | 1 |
| Continue to review attendance policy and procedures | Attendance specialist team (ECC/LA) | 1 |

| | | |
|---|---|---|
| Anxiety training (Sept 2024/5) | Essex LA–offer | 2 |
| World Mental Health Day/NSPCC resources | Global initiative | 2 |
| Referrals e.g. CAMHS, Kids Inspire | Multi-agency approach | 2 |
| Trauma Perceptive Practice/ | Local offer | 2 |
| Mental Health Ambassadors | The Tiptree & Stanway Schools Consortium Core Training Package 2023-24 Jigsaw PSHE – widely recognised educational programme | 2 |
| Forest School | Widely recognised approach | 2 |
| School Dog Mentor | Widely recognised approach | 2 |
| Mental Health Lead Training | Government Guidance | 2 |

Total budgeted cost: £22980

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year:

Overall attendance improved from 95% to 95.2% in 2024-2025 following on from a clear strategy, involving regular attendance meetings.

There were no children eligible for PP in EYFS 24-25

100% children eligible for PP passed the phonics screening test in Y 1 (1 out of 1)

0% pupils eligible for PP reached the expected standard in reading, writing and maths combined (with 1 pupil on our SEND register).

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Pupils eligible for service PP had the option to have lunch with the Headteacher each Friday.

Our tuition offer also focused on service families.

The impact of that spending on service pupil premium eligible pupils

This targeted allocation of time each week enabled pupils to come together to share similar experiences through a supportive and collaborative approach.

Our tuition offer helped service pupils to address misconceptions/consolidate their learning, with the ultimate goal of helping them to settle into a new school system.

Further information (optional)

We aim to equip pupils to become more aware of current issues in the news and on social media. We use our 'Newsround' assemblies support this and continue to make links with the wider community. For example, supporting Colchester Foodbank and the Parish News. We regularly invite parents/carers into school to talk to the children about their professional roles and have worked alongside the Essex County Fire & Rescue Service to provide educational workshops linked to Cyber Safety and Home Safety. Resources to further enhance our collective worship offer, including and Prayer Spaces Schools, have also been prioritised.

A proportion of the school's PP budget has been set aside to help fund music lessons, school trips/clubs and residential trips for pupils eligible for PP. We also endeavour to assist with access to technology where at all possible.

After completing Level 3 Forest School Leader training in 2022-2023, our Headteacher continues to offer dedicated teaching time to 'Forest School' with Year 6 to support them in this important transition year. We also offer Forest Schools for EYFS, Y1 and 2 by contracting an external Forest School Leader.

Years 4-6 will be engaging with the Agents of Change award This is an opportunity for our young people to grow in leadership, faith and character alongside our Headteacher.