

Pupil premium strategy statement ~ Aut-26

School overview

Metric	Data
School name	Birdham CE Primary School
Pupils in school	118
Proportion of disadvantaged pupils	15% (down from 17% in 25/26)
PPG allocation this academic year	£31,099
Academic years covered	2026/27
Publish date	15 October 2026
Review date	31 October 2027
Statement authorised by	Mark McCadden, Headteacher
Pupil premium lead	Emily Ellis, Deputy Headteacher
Governor lead	Chris Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (AY)	£31,099
Child Looked After	£2,690
Pupil premium funding carried forward from previous years	£7,231
Total budget for this AY	£41,020

Summary of planned expenditure (2026/27)

Aim	Outcome
a) 1:1/small group provision by LSAs to ensure readiness for learning	£24,429
b) Afternoon intervention by TAs / SLT	£9,580
c) Accelerated Reader (1/3x5500)	£1,704
d) Subscriptions e.g. MyMaths / TTRockstars / Reading resources	£1,988
e) Allocated to raise club participation (50% sign up @100% cost) and to cover estimated costs of trips / uniform / books etc	£1,711
f) Support attendance on Year 5/6 residential	£920
g) Additional resources (inc. therapy animals)	£1,148
Total Expenditure	<u>£41,480</u>
Income	£41,020
Surplus / Overspend	£360
As at 15/10/26	

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 or are refugees. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first 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 (as evidenced in the EEF research) 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.

6 of the 22 PPG pupils currently on roll are also on the SEND register, including 2 with EHCPs. We monitor their progress closely, and compare their outcomes with those of other pupils who present with the same needs but who are not PPG. We realise the importance of ensuring that their progress is not hindered by any disadvantage, as well as meeting their SEND needs. The remaining 16 pupils are not on the SEND register and so, to ensure their needs are tracked and addressed with equal rigour, we have created DPIPs for each of these children to be specific about the support they are getting and to ensure their individual needs are met and their progress is closely tracked and reviewed on a regular basis.

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 are set
- act early to intervene at the point need is identified- same day interventions or interventions at the point of teaching
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- look closely at their progress as part of class pupil progress meetings

Challenges

Challenge	Detail of challenge
1	Many of our disadvantaged pupils have EAL or Emergency Refugee status. This means that many of these children have not yet secured the key learning cornerstones to access the curriculum e.g. phonics, number bonds, reading comprehension or readiness to learn. This negatively impacts their development as readers, writers and mathematicians.
2	27% of our PPG pupils also have SEND which can mean that their starting points are lower and progress slower dependent on their specific barriers to learning.
3	As a general trend over the last five years, many of our PPG pupils arrive at the school later than in the Reception year. 55% of our PPG pupils arrived as IYA. The transition to a new school can be unsettling for pupils and also it can be difficult to get a clear picture of their progress. It also makes it challenging to provide a clear picture of PPG pupils as a group in the school in terms of progress over time.

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.

Outcome	Success Criteria
1. Improved phonics/reading attainment for targeted PPG pupils	• For those children who are PPG and also SEND in KS2 it is quite possible that use of <i>Jolly Phonics</i> is not the most effective approach to support their decoding skills, so other strategies should be used to catch up in reading e.g. daily reading, learning key words • For those on Accelerated reader their STAR reading test data should show reading ages increasingly closer to their chronological age. • For those able to access the tests, and working at WTS or above, to reach a scaled score close to or above their FFT50 estimate by Jun-27
2. Improved writing attainment among PPG pupils	• Children demonstrate at least expected progress from starting points in their half termly moderated writing assessments by Jun-27
3. Improved attainment in maths among PPG pupils	• For those able to access the tests, and working at WTS or above, to reach a scaled score close to or above their FFT50 estimate by Jun-27 • Those in Y4 (4 pupils) make progress towards a good score in the MTC (i.e. $\geq 20/25$) and those in Y5 (5 pupils) that didn't achieve a good score last year continue to make gains in the school times table championship awards.
4. Achieve and sustain improved wellbeing for all pupils in our school, particularly our PPG pupils.	Sustained high levels of emotional wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • an increase in participation in after school activities • children demonstrate readiness for learning

Activity in this academic year

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

Teaching: (e.g. CPD, recruitment, retention)

Budgeted cost: Can be covered within existing CPD time.
Recruitment costs are covered elsewhere

Activity	Evidence to support this approach	Challenge
Use of Jolly Phonics , 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	1 & 2
Work on transition Anticipating risk points around times of transition and working together with parents, previous settings and pupils themselves to deliberately build in support	Use the School Transitions Tool Transition tool.pdf recommended by Kirtsen Mould on the EEF blog: Supporting pupils through transitions- a trio of challenges	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Use of a trained ELSA	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): EEF Social and Emotional Learning.pdf ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils. They provide on-going professional supervision to help maintain high quality in the work undertaken by ELSAs, thereby helping to ensure safe practice for ELSAs and pupils alike. Additionally, we use <i>Lego Therapy</i> and <i>Theraplay</i> activities to support these children	1, 2 & 3

Targeted academic support for current academic year:

Budgeted cost of (b+c+d+f) = £14,192

Activity	Evidence to support this approach	Challenge
Support for Phonics • Use of carefully matched phonic sounds books for children to take home • Synthetic phonics is taught every day in EYFS and KS1 • Additional time for booster phonics sessions throughout the day	• Reading is the foundation for all learning, so the teaching of reading/phonics remains our top priority • EEF cite phonics support as very effective (+5 months)	1,2&3
Improve Progress in Reading • Use of AR in KS2 and daily reading in KS1 with an adult • Weekly comprehension activities • KS1 children take two reading books home every week - one linked to their phonics ability and the other a 'book for pleasure' • Planned intervention groups identified in Pupil Progress Meetings are delivered with PPG children prioritised for phonics/reading catch up	• Reading is the foundation for all learning, so the teaching of reading/phonics remains our top priority • EEF cite reading comprehension strategies as very effective (+6 months)	1,2&3
Improve Progress in writing • Use of Talk 4 Writing and Alan Peat to support students writing • Use of a WAGOLL to model good writing • Working walls support current learning	• Clear sentence structures give children a clear understanding of how to build a sentence. • progression across the school means pupils build up a range of sentence structures.	1,2&3
Improve Progress in maths • Planned intervention groups identified in Pupil Progress Meetings are delivered with PPG children prioritised for maths • Same day interventions, KS1/2 • Use Sumdog, Numbots and TTRS to engage children in developing their mathematical fluency • KS2 maths intervention groups	• EEF cite both quality feedback (+7 months), and small group intervention as effective (+4 months) • A recent study demonstrated that using Sumdog for just 30 minutes a week almost doubled children's fluency progress.	1,2&3

Wider strategies:

Budgeted cost of (a+e) = £26,140

Activity	Evidence to support this approach	Challenge
Ensuring identified pupils are ready for learning and are emotionally supported to learn with their peers • Use of dedicated LSA time in small group sessions to help children socially integrate • Reinforcement of good behaviours in class and outside, using Birdham Charter / JigSaw / Lego Therapy • Learning activities of just 15/20 mins with plenty of physical exercise and brain breaks	• Previous use of 1:1 LSA support for a PPG child in Birdham has resulted in developing excellent relationships and progress	2
Contingency funds • Subscriptions • iPads • Books in multiple languages • Reading packs • Club participation • Trips • Uniform • Books	• Pupil mobility means we cannot anticipate all eventualities	All

TOTAL BUDGETED COST OF ALL ACTIVITIES: £41,480

Part B: Review of outcomes in the previous academic year (2025/26)

Pupil Premium Strategy Outcomes

(Better than expected progress for those children with year on year data available [Jul-25 to Jul-26])

2025 / 26 Year Group	Current Year	Reading	Writing	Maths
Y2 (1 has SEND as well)	Y3	2/3	0/3	1/3
Y3 (3 have SEND as well)	Y4	3/5	1/5	1/5
Y4 (0 have SEND as well)	Y5	1/5	1/5	1/5*
Y5 (3 have SEND as well)	Y6	2/5	2/5	1/5
Y6 (1 had SEND as well)	Y7	2/7	1/7	1/7

* Additionally, 1/5 children scored $\geq 20/25$ in the Y4 MTC

Wider Aim	Outcome
Achieve and sustain improved wellbeing for all pupils in our school, particularly our PPG pupils.	All pupils, including those eligible for Pupil Premium Grant (PPG), demonstrate sustained improvements in their overall wellbeing. They show increased confidence, resilience, and engagement in learning, supported by a nurturing school environment that prioritises emotional and mental health. Wellbeing initiatives are embedded across the school, resulting in reduced barriers to learning, improved attendance for some, and stronger relationships between pupils, staff, and families.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	For the four children in receipt of this premium, the funds were used to offer small group intervention, where appropriate, to support reading comprehension skills and emotional literacy (e.g. <i>Lego Therapy</i>)
What was the impact of that spending on service pupil premium eligible pupils?	Children made good progress in their reading as evidenced by teacher assessment, AR and NFER tests; and those who engaged with <i>Lego Therapy</i> demonstrated positive behaviours during unstructured times (e.g. at lunch play)