

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the **2024 to 2025** academic to help improve the achievement 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	Birchwood Community High School
Number of pupils in school	898
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3-year plan 2024-2025 2025-2026 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Emma Mills
Pupil premium lead	Samantha Rigby-White
Governor / Trustee lead	Gabriel Calwell

PP Breakdown by Year Group at time of publishing

Y7- 64 (39%)

Y8-71 (35%)

Y9- 66 (37%)

Y10- 65 (36%)

Y11- 50 (32%)

Total – 316 Students (36%)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£310,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£310,00

Part A: Pupil premium strategy plan

Statement of intent

At Birchwood Community High, we believe that every student deserves to have thoughtful, purposeful and enjoyable lessons throughout their time at school and across all of their subjects. Therefore, all of our students follow a curriculum that is 'knowledge-rich'. Our key priority when supporting disadvantaged students is to ensure they are receiving quality first teaching and learning, which is underpinned with quality first CPD.

'The quantity and quality of what children know is, I believe, the most important difference between them. Those who know more are, on average, cleverer than those who know less. Although we might perceive some children to be more 'able' than others, this is unimportant because there's not really anything we can do about it. We can, however, do an awful lot about developing the quality of what children know. This perspective, which puts knowledge at the heart of what it means to be clever, offers both hope and clear way forward.' Didau, D (2019)

Our Pupil Premium Plan aims to address the main barriers our children face. Through high quality teaching and learning, targeted support and intervention and exploring effective wider strategies our aim is to close the gap to ensure all our children are provided with opportunities to enjoy success.

Challenges

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

Challenge number	Detail of challenge
1	Attendance/motivation and attitudes to learning
2	Mental Health and Resilience of vulnerable students
3	Literacy
4	Adaptive teaching – ensuring the needs of all are met and gaps are addressed

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
To ensure that our disadvantaged students experience Quality First Teaching (QFT) ensuring potential barriers to learning are removed and that lessons follow our key lesson principles.	Greater engagement in learning Increased quality observed in student's work Overall increase in headline P8 score to be in-line with other students nationally with the same starting point. (4)
Improve literacy levels (all aspects) so that all pupils, especially disadvantaged, can access the entire curriculum.	Standardised reading scores are in line, or above, national averages (3)

	<p>Improved assessment/ exam data for PP students (4)</p> <p>Improved oral responses to questions posed in lessons (3)</p> <p>Explicit teaching around vocabulary/reading/oracy development in line with individual faculty priorities (3 &4)</p>
<p>To ensure students are taught how to learn and remember key knowledge, through lesson delivery, curriculum sequencing, homework, and wider school strategies.</p>	<p>Increased confidence in students' attitude towards assessments and exams.</p> <p>Improved data in recall 5 and low stake tests</p> <p>Improved assessment/exam data for PP students. (4)</p>
<p>Improve attendance and attitude to learning levels.</p>	<p>PP students will achieve, or exceed, attendance percentages in line with national averages.</p> <p>Increased parental engagement demonstrated.</p> <p>Attendance tracked and monitored consistently.</p> <p>Case studies to track impact (1)</p> <p>Close the gap between PP and non-PP students re ratio in positive v negative behaviour points (1)</p>
<p>Students improve mental health and gain improved self-confidence and self-esteem and as a result become more actively involved in school life.</p>	<p>Increased number of disadvantaged students accessing in school and after school activities.</p> <p>Increased number of disadvantaged students involved in groups (e.g. leadership hubs/ambassadors)</p> <p>(2)</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: **£117,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of quality first teaching through our Professional Growth & CPD programme.	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>EEF Guide to the Pupil Premium - <i>“ensuring that an affective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”</i> Updated Sep 24</p>	4
Whole school Coaching/Peer support approach- Investing time in Faculty CPD/Peer to Peer observations/reduction in teaching hours to allow open door coaching/appraisal model	<p>EEF – Putting evidence to work Coaching – great teaching the Birchwood way</p> <p>EEF -The tiered approach to Pupil premium spending (High Quality Teaching)</p>	4
Character education and cultural capital experiences and opportunities embedded through our PSHE programme. “Birchwood Best”	<p>Character education framework – November 2019</p> <p>Character, resilience and British values such as tolerance are important characteristics, which we want to develop in children and young people. Education should help prepare learners to lead ethical, productive and fulfilling lives and to contribute positively to society (education inspection framework – research document)</p>	1&2
Teaching & Learning in the Ancora Centre – KS3 & KS4 literacy and numeracy intervention	<p>Literacy and numeracy catch up strategies – DFE 2018</p> <p>EEF Literacy improvement report (updated 2021)</p>	3

Embedding key lesson principles including: <ul style="list-style-type: none"> Recall 5 knowing end points how data informs curriculum refinements 	EEF- Teaching and learning toolkit EEF- Embedding formative assessment (promising programmes) 2022	4
External visits to other schools for SLT and middle leaders	EEF Guide to the Pupil Premium - <i>“ensuring that an affective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”</i>	1-4

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

Budgeted cost: **£52,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated Literacy coordinator/Intervention packages for students who require support (3 wave approach)	EEF Improving Literacy guidance report (updated 2021) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	3
Revision resources and space provided to students as part of year 11 strategy to facilitate independent study and engage all. This is done via the new “Hive” reengagement centre, nightly homework clubs and intervention sessions	EEF suggest +8 months progress for metacognition and self-regulation	1&4
Range of literacy interventions implemented through the Ancora SEND base including a literacy Teaching Assistant.	EEF Improving Literacy guidance report (updated 2021) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions	3

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

Budgeted cost: **£139,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing intervention from the Polaris team to support the Mental Health and Wellbeing of vulnerable students and reduce EBSA numbers.</p> <p>A designated team in place (including a Senior Mental Health Lead, school counsellor and a trained ELSA).</p>	<p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 had a significant negative impact with 54% of children and young people with a mental disorder saying that lockdown had made their life worse.</p>	<p>1&2</p>
<p>Disconnect to Reconnect campaign- Mobile phones not used during the school day (all students use Yondr pouches) to ensure full focus on learning and reduce associated impact on emotional wellbeing</p>	<p>Working with Parents to support children’s learning (EEF). OFCOM data DfE mobile phone guidance 2024.</p>	<p>2</p>
<p>Complete the accreditation of becoming an ADHD friendly school</p>	<p>Several studies including from the National Office of Statistics shows a significant increase in ADHD with the most prevalent group being boys between ages 10 and 15. Coupled with the national shortage of ADHD medication, the use of ADHD friendly strategies are imperative. A significant number of ADHD students are also PP.</p> <p>Data to support this at Birchwood: 63% of ADHD diagnosed students in school are also PP.</p> <p>Year group breakdown is as follows: Y7- 90% Y8- 50% Y9- 72% Y10- 53% Y11- 50%</p>	<p>1&2</p>

<p>Ensure all identified PP students with poor attendance to school have access to key staff and barriers to attending school are identified and an attendance plan is completed, reviewed and impact tracked in line with our new “Inclusive Attendance” approach.</p>	<p>EEF – common barriers to learning for disadvantaged children can be attendance and punctuality issues.</p> <p>Inclusive Attendance Model</p>	<p>1</p>
<p>Sustain a system of rewards and incentives for improved attendance to school. Personalised rewards and recognition to ensure whole school profile raised.</p>	<p>The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons.</p> <p>Inclusive Attendance strategy</p>	<p>1</p>
<p>Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship.</p>	<p>Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach.</p> <p>EEF Toolkit Parental Engagement suggests +3 months progress.</p> <p>EEF strand – supporting school attendance – Theme 1</p>	<p>1</p>
<p>Offer bespoke SEMH interventions to pupils who require additional support through the creation of an onsite Alternative provision.</p>	<p>Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF Toolkit Social and Emotional Learning +4 months</p> <p>NASAN-updates</p> <ul style="list-style-type: none"> • 30.9% of pupils with special educational needs were eligible for free school meals in January 2020 compared to 14.9% of pupils without special educational needs. 	<p>1&2</p>

	<ul style="list-style-type: none"> 55.7% of children who had been looked after continuously for 12 months had SEN. The most common type of need for all looked after children at 31 March 2020 was 'Social, Emotional and Mental Health'. <p>(NASAN May 2021)</p>	
<p>Ensure PP students are engaging with all extracurricular and enrichment opportunities. This includes:</p> <ul style="list-style-type: none"> Lunchtime offer After school (including Cadets, and the DofE award scheme) PP financial support provided via 20% school funding for Y7 Residential PP support towards other residential trips as agreed. PP funding in place to provide music tuition for students who wish to learn/play an instrument 	<p>EEF Toolkit - +4 months for outdoor adventure learning</p> <p>EEF- Evidence on life skills and enrichment. The Sutton Trust – Social mobility, life chances.</p>	1&2
<p>All students provided with full equipment for classroom learning, including mini whiteboards</p>	<p>The Sutton Trust – research on the cost-of-living crisis (2023)</p>	1&4

Total budgeted cost: £310,000

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 2023 to 2024 academic year.

Nationally, following the pandemic and the first set of external exams taken in 21-22, the PP gap widened. This was a national picture and one we have continued to focus on within our strategy. The EEF report titled “The impact of COVID-19 on Learning: A review of the evidence” published in May 2022, identified the North- West as an area that studies found had experienced some of the greatest learning losses at the end of the summer term of 2021.

1. Academic Impact data identifies the following:

In 2022-2023 we saw an improving trend linked to Pupil Premium students across all areas.

Unfortunately, in 2023-2024, we have seen the gap widen again as seen below.

Cohort Summary							
Measure	Disadvantaged	2024	2023	2024 SISRA Schools Average %	2023 SISRA Schools Average %		
Cohort	All	162	138	100%	100%		
	_No Disadvantaged	122 (75.3%)	100 (72.5%)	71.9%	70.5%		
	Disadvantaged	40 (24.7%)	38 (27.5%)	28.1%	29.5%		
Progress 8 Summary							
Measure	Disadvantaged	2024	2023	2024 SISRA Schools Average	2024 Exams vs. SISRA (Diff)	2023 SISRA Schools Average	2023 Exams vs. SISRA (Diff)
Average Total Progress 8	All	-0.35	-0.38	0.01	-0.36	0.01	-0.39
	_No Disadvantaged	-0.06	-0.26	0.18	-0.24	0.18	-0.44
	Disadvantaged	-1.16	-0.65	-0.43	-0.73	-0.41	-0.24
	GAP	1.1	0.39	0.61	0.49	0.59	-0.2
	Gap Improvement	0.71					
Progress 8 - English							
Measure	Disadvantaged	2024	2023	2024 SISRA Schools Average	2024 Exams vs. SISRA (Diff)	2023 SISRA Schools Average	2023 Exams vs. SISRA (Diff)
Average English Progress 8	All	-0.55	-0.42	0	-0.55	0	-0.42
	_No Disadvantaged	-0.22	-0.31	0.15	-0.37	0.16	-0.47
	Disadvantaged	-1.43	-0.68	-0.4	-1.03	-0.39	-0.29
	GAP	1.21	0.37	0.55	0.66	0.55	-0.18
	Gap Improvement	0.84					
Progress 8 - Maths							
Measure	Disadvantaged	2024	2023	2024 SISRA Schools Average	2024 Exams vs. SISRA (Diff)	2023 SISRA Schools Average	2023 Exams vs. SISRA (Diff)
Average Maths Progress 8	All	-0.3	-0.16	0	-0.3	0	-0.16
	_No Disadvantaged	-0.04	-0.14	0.16	-0.2	0.16	-0.3
	Disadvantaged	-1.02	-0.22	-0.42	-0.6	-0.39	0.17
	GAP	0.98	0.08	0.58	0.4	0.55	-0.47
	Gap Improvement	0.90					
Progress 8 - EBacc							
Measure	Disadvantaged	2024	2023	2024 SISRA Schools Average	2024 Exams vs. SISRA (Diff)	2023 SISRA Schools Average	2023 Exams vs. SISRA (Diff)
Average EBacc Progress 8	All	-0.39	-0.55	0	-0.39	0	-0.55
	_No Disadvantaged	-0.12	-0.49	0.18	-0.3	0.19	-0.68
	Disadvantaged	-1.13	-0.69	-0.47	-0.66	-0.45	-0.24
	GAP	1.01	0.2	0.65	0.36	0.64	-0.44
	Gap Improvement	0.81					

Whilst this data looks disappointing, a cohort of 8 PP students who had a range of complex needs and poor attendance impacts the data. When they are removed from the above, the gap narrows from 0.71 to 0.35. whilst still a widening of the gap, this is halved.

Student attendance also played a significant role. When PP students are attending school, the data significantly improves. The overall gap then, when compared to 2023 has only increased by 0.16 (compared to 0.71). The data below shows the gap when we only include students who have above 85% attendance. The gap improvement narrows from 0.71 to 0.37. This demonstrates why attendance is our number one priority across the school and within our PP strategy for 24-25.

Cohort Summary							
Measure	Disadvantaged	2024	2023	2024 SISRA Schools Average %	2023 SISRA Schools Average %		
Cohort	All	114	115	100%	100%		
	_No Disadvantaged	99 (86.8%)	87 (75.7%)	71.80%	70.50%		
	Disadvantaged	15 (13.2%)	28 (24.3%)	28.20%	29.50%		
Progress 8 Summary							
Measure	Disadvantaged	2024	2023	2024 SISRA Schools Average %	2024 Exams vs. SISRA (Diff)	2023 SISRA Schools Average	2023 Exams vs. SISRA (Diff)
Average Total Progress 8	All	0.09	-0.3	0.01	0.08	0.01	-0.31
	_No Disadvantaged	0.16	-0.26	0.18	-0.02	0.18	-0.44
	Disadvantaged	-0.36	-0.41	-0.43	0.07	-0.41	0
	GAP	0.52	0.15	0.61	-0.09	0.59	-0.44
	Gap Improvement	0.37					
Progress 8 - English							
Measure	Disadvantaged	2024	2023	2024 SISRA Schools Average %	2024 Exams vs. SISRA (Diff)	2023 SISRA Schools Average	2023 Exams vs. SISRA (Diff)
Average English Progress 8	All	-0.16	-0.38	0	-0.16	0	-0.38
	_No Disadvantaged	-0.04	-0.34	0.15	-0.19	0.16	-0.5
	Disadvantaged	-0.82	-0.49	-0.4	-0.42	-0.39	-0.1
	GAP	0.78	0.15	0.55	0.23	0.55	-0.4
	Gap Improvement	0.63					
Progress 8 - Maths							
Measure	Disadvantaged	2024	2023	2024 SISRA Schools Average %	2024 Exams vs. SISRA (Diff)	2023 SISRA Schools Average	2023 Exams vs. SISRA (Diff)
Average Maths Progress 8	All	0.2	-0.11	0	0.2	0	-0.11
	_No Disadvantaged	0.25	-0.11	0.16	0.09	0.16	-0.27
	Disadvantaged	-0.11	-0.11	-0.42	0.31	-0.39	0.28
	GAP	0.36	0	0.58	-0.22	0.55	-0.55
	Gap Improvement	0.36					
Progress 8 - EBacc							
Measure	Disadvantaged	2024	2023	2024 SISRA Schools Average %	2024 Exams vs. SISRA (Diff)	2023 SISRA Schools Average	2023 Exams vs. SISRA (Diff)
Average EBacc Progress 8	All	0.06	-0.44	0	0.06	0	-0.24
	_No Disadvantaged	0.11	-0.45	0.18	-0.07	0.18	-0.31
	Disadvantaged	-0.21	-0.4	-0.47	0.26	-0.44	-0.12
	GAP	0.32	-0.05	0.65	-0.33	0.62	-0.19
	Gap Improvement	0.37					

KS3 Reading Data

Reading intervention data for KS3 PP students demonstrates a positive trend with the following impact:

Year 7

79% made progress (Expected or more)

57% made higher or much higher progress

Progress	SAS	Previous SAS
Higher	90	80
Expected	111	117
Higher	104	95
Much higher	104	83
Much higher	110	97
Higher	103	91
Higher	98	89
Expected	84	83
Lower	99	106
Expected	101	103
Lower	101	109
Much lower	97	108
Higher	91	79
Much higher	103	88

Year 8

70% made progress (Expected or more)
 31% made higher or much higher progress

Progress	SAS	Previous SAS
Much higher	107	87
Much lower	82	103
Lower	83	89
Much lower	71	89
Expected	97	99
Expected	100	95
Much lower	79	110
Expected	86	81
Expected	96	92
Expected	95	94
Higher	115	106
Higher	108	97
Higher	110	100

Year 9

85% made progress (Expected or more)
 39% made higher or much higher progress

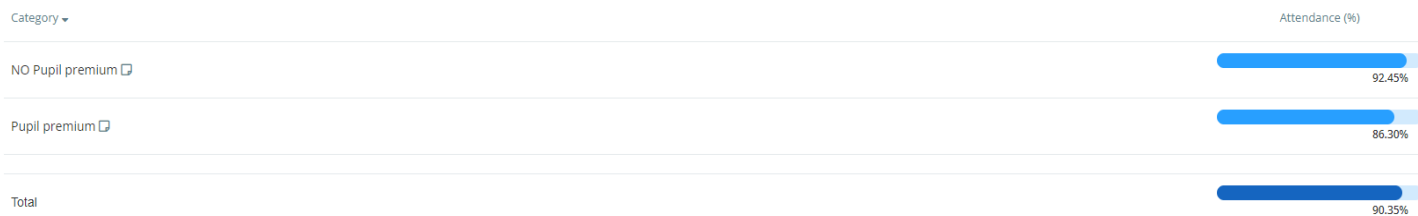
Progress	SAS	Previous SAS
Expected	88	88
Much higher	110	92
Expected	97	92
Expected	86	84
Much higher	122	69
Expected	104	106
Lower	87	91
Expected	86	79
Expected	69	69
Lower	73	76
Higher	100	89
Much higher	120	79
Much higher	127	87

40 students were targeted (60% were PP)

The standardised score reading data shows a significant increase for targeted students. 78% made expected or higher progress and 43% made higher or much higher progress following the interventions.

2. Attendance data for those eligible for PP identifies the following:

Attendance remains a national challenge with the national average remaining significantly lower than pre-pandemic levels. The gap between PP and non-PP students for 23-24 sat at 6.15%. This gap has continued to grow and our strategy for 24-25 has significant attendance targets, focussing on a range of new strategies, including the launch of a completely new policy using national research and a programme entitled “Inclusive attendance” that is approved by the Department for Education.



The EEF report following the pandemic highlighted that:

“At no point since the start of the pandemic has school attendance been returned to the average attendance reported in census returns in 2019/20 (95%).”

“At the end of March 2022, attendance was 88.6% (DfE education statistics).”

“In addition to absences caused by children or close contacts catching COVID-19, research from Ofsted has indicated that top causes of absence included anxiety, disengagement from education during the pandemic and other specific health needs (Ofsted, 2022).”

We are therefore increasing our support around anxiety and emotionally based school avoidance (EBSA) support with increased staff training.

3. Improved aspirations of students eligible for PP by the further development of effective CEIAG structures and a comprehensive Personal Development programme. This includes:

- An improved PSHE programme with a strong focus on CEIAG for all students.
- Strong uptake from PP students in extracurricular activities and house competitions with only a small gap compared to non-PP students accessing the extra-curricular offer.

	Extra-Curricular Engagement	House Competitions Engagement
PP Students	215/309 (70%)	233/309 (75%)
Non-PP Students	424/593 (72%)	445/593 (75%)

- Opportunities for students to attend open days and taster events
- All Y11 PP students had careers guidance meetings. 38/41 PP students have positive destination data (93%). Of the three students who are NEET, one is due to serious illness (hospitalisation), one

is linked to known, ongoing mental health concerns and one student is currently seeking employment which our careers advisor continues to support with.

Behaviour breakdown

01/09/23-19/07/24

Category ▾	Positive	Negative	Ratio
NO Pupil premium ↗	462908	-16287	97%
Pupil premium ↗	197926	-16531	92%
Total ↗	660834	-32818	95%

The ratio gap sits at 5% for PP v Non-PP re positive and negative attitude to learning points. Staff should focus on “catching students doing well” and ensure more positive points are awarded. This is also unfortunately impacted by attendance data and the systems we have in place for rewards (For example, Weekly 5 bonus points for attendance).

Further information

For Pupil Premium spending, we also allocate a small amount throughout the year on subject specific interventions. Faculties can request funding but must show the rationale and evidence base for the funding request. PP funding can also be requested to support with resources that will impact teaching and learning for all including classroom resources and additional rewards.