

Frederick Bird Primary School

Pupil Premium Strategy Statement



Frederick Bird
Academy

This statement details our school's use of pupil premium for the 2025 to 2026 year 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Frederick Bird Primary School
Number of pupils in school	858 17/12/25
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Michelle Porter
Pupil premium lead	Clare Rees
Governor / Trustee lead	Saradha Krishnamorthy

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year (from October 2024 census)	£595,396
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	£595,396

Part A: Pupil Premium Strategy Plan

1. Statement of Intent

Frederick Bird is a large 4 form entry primary school in Hillfields, Coventry, in an area of high deprivation. Around half of the children are eligible for the pupil premium grant and of those that are not or who have not registered for free school meals; there is a greater level of transience in the local area than typically encountered nationally. 74% of pupils speak English as an additional language and pupil mobility is significantly above average. On entry to school, the large majority of pupils have a lower level of language skills with just 28% at the expected standard, impacting development across all areas.

The vision of 'Aspire, Achieve and Exceed' is at the heart of the school's approach. The ambition is for all pupils, irrespective of their background or the challenges they face, to make good progress and achieve high levels of attainment in line with their peers. The focus of the pupil premium strategy is to support disadvantaged pupils to achieve that goal, to ensure an aspirational mind-set, where pupils show care for their learning and are equipped with the skills they need, emotionally, mentally, socially and academically to succeed and thrive in school, for the next phase of their education and beyond.

The evidence is clear – the quality of teachers and teaching is one of the key factors in raising outcomes for disadvantaged pupils and non-disadvantaged pupils alike. The strategy therefore aims to ensure all pupils benefit from the school's universal offer, focused on high quality teaching and learning, ensuring effective support and challenge. A range of bespoke, targeted interventions and wider strategies are also adopted to mitigate the very specific and sizeable challenges presented in the school's unique context.

The strategy for pupil premium grant spending is integral to wider plans for school improvement and is embedded in all decision making.

The approach is driven by data, research and knowledge of individual pupil needs. The aims are to ensure:

- Disadvantaged pupils are challenged in every lesson and make excellent progress.
- Timely interventions are put in place where appropriate.
- All staff understand the multiple barriers to learning for our disadvantaged pupils.
- All staff take responsibility for the outcomes of disadvantaged pupils and champion their success.
- Partnerships with parents are further cultivated to best support our disadvantaged cohort.

2. Challenges

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

Challenge Number	Detail of Challenge
1	<p>Entry Point for Early Years.</p> <p>Early Years pupils enter well-below national expected levels for language skills and are significantly below age related expectations. On entry to Reception in 2024, 26.3% of disadvantaged pupils were assessed as on track in communication and language. In 2025, this figure was 30.6% for disadvantaged pupils for communication and language. Internal monitoring indicates there are less developed oral language skills and vocabulary gaps among many pupils. Disadvantaged pupils typically have less language-rich environments in their first years of development than non-disadvantaged peers.</p>
2	<p>English as an Additional Language.</p> <p>English is not the first language for 66% of disadvantaged pupils in 2024 and 72% in 2025. This cohort have lower attainment than non-disadvantaged peers and disadvantaged peers with English as a first language. The cohort's typically more rudimentary grasp of English, for reading and writing is a barrier to progress.</p>
3	<p>Basic Need Deprivation.</p> <p>Disadvantaged pupils in the school are more likely to be exposed to levels of deprivation and destitution that can present a major barrier to education. Child poverty in Coventry is currently in the top 30 of Local Authorities areas in England (October 25). It is significantly higher in the Hillfields area, where the vast majority of pupils reside – 86% of neighbourhoods in England are less deprived than Hillfields. Many families face housing, energy and food insecurity and challenges in the ability to provide clothing (including shoes) and transport. Levels of deprivation also drive increased need for social intervention, early help pathways, family support, children and family service involvement. These factors present a barrier for disadvantaged pupils' readiness to learn and progress.</p>
4	<p>Parent Partnership Confidence.</p> <p>Qualitative observation could suggest a lower level of confidence from the parent body in engaging with the school than may be expected. Parent events have been typically low in attendance, reducing the opportunity to fully share the school's 'Aspire, Achieve and Excel' vision. Nationally, a parent's first language, levels of literacy and previous school experience can all be viewed as indicators to school engagement.</p>
5	<p>Home Learning.</p> <p>Home learning opportunities are less regularly supported for the pupil premium cohort. Reading diaries show pupils are less regularly heard read and the rate of completion for homework is lower. The ability to practice key skills and consolidate learning at home is an advantage for pupils, particularly in the early stages</p>

	of reading, and continuing throughout their education, therefore the lack of those opportunities presents a barrier for pupil progress.
6	Pupil Wellbeing and Behaviour. CPOMs records evidence that in most year groups, behaviour and pupil well-being is impacting pupils' ability to engage in their learning. This is also negatively affecting other pupils in the classroom.
7	Pupils' limited reading experiences inhibits their vocabulary development. Home reading is not as regular, or as valued for some and reading for pleasure not as embedded. As pupils progress, this often translates into more difficulty with writing composition through barriers with transcription often overwhelming and limiting the quality of the grammatical structures and overall composition of writing pieces. This is most evident in the recall and fluency of number facts, key arithmetic skills and the fundamentals of mathematics.
8	Attendance, persistent absenteeism and persistent lates are significantly higher than national average for the pupil premium cohort. Absence presents a significant non-academic barrier to pupil progress and achievement. School attendance is currently around 91% with a persistent absence rate of around 30%.
9	Pupil instability and mid-year admissions are significantly higher than national average for the pupil premium cohort. Transience presents a significant non-academic barrier to pupil progress and achievement.
10	SEND is significantly higher than national average for the pupil premium cohort. SEND presents a significant non-academic barrier to pupil progress and achievement. 27% of pupil premium children are also SEND.

3. 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
1. Improved oral language skills and vocabulary 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, book scrutiny and ongoing formative assessment. (WellComm)
2. To narrow the gap between the educational achievement of PPG pupils and their peers	Data will evidence a decrease in the gap of PPG pupils and their peers and a movement towards being in line with national standards. In the first year, the gap between the groups of children will not increase. In the second year, PPG pupils' attainment will be in line

across all core subjects.	with their peers. In the third year, PPG pupils' attainment will be in line with their peers nationally.
3. To work in partnership with the parents of pupils to collectively ensure pupils' success.	<p>Home learning & parental partnership and collaboration will increase over time.</p> <ul style="list-style-type: none"> • Increasing numbers of parents are in school for events and workshops • Parents regularly updated on progress • Increased attendance at parents evenings • More favourable responses to parental surveys
4. To achieve success for pupils for whom English is an additional language	EAL learners' attainment is in line with other disadvantaged pupils nationally.
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • Overall attendance is consistently in-line or better than national. • Persistent absenteeism and lateness are minimised, and pupil attainment is impacted due to improved attendance. <p>Attendance levels of all pupils accessing EYFS provision improves year on year.</p>

4. 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

Budgeted cost: £300,000

Actual - £152,495.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release time for strategic and operation leaders for PPG to work on implementation of strategy.</p> <p>ADP Priority 4</p> <p>Senior DHT ½ day per week £10,428.67 AHT ½ day per week £9219.72</p> <p>Total = £19,648.39</p> <p>ADP Priority 2</p>	<p>Research indicates that in order for the Pupil Premium strategy to be successful there are three key elements for implementation. Leaders should follow the Engage, Unite, Reflect model. In order to do this, leaders should take the time to use a structured but flexible approach to the implementation process</p> <p>EEF School guide to Implementation <u>A School's Guide to Implementation EEF</u></p>	1-10
<p>Focus on Oracy to support pupil's vocabulary and language development across a range of subjects – whole school.</p> <p><i>Training and support from Trust Lead for pupil premium.</i></p> <p>Oracy CPD – AHT</p> <p>3 days over a year £1100</p> <p>Total = £1100</p> <p>ADP Priority 4</p>	<p>Oracy is key to pupils accessing the curriculum. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>EEF Oral Language Interventions Link EEF Oral Language Interventions +6 months</p> <p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young pupils. They are based on the idea that pupil's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to pupil and discussing books, explicitly extending pupil's spoken vocabulary by introducing them to new words in context and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as 'sustained shared thinking' or 'guided interaction'.</p> <p>EEF EYFS - Communication and Language Approaches Link EEF EYFS Toolkit - Communication and Language Approaches + 6 months</p>	1
<p>Ensure the effective delivery of the English, Maths, Teaching & Learning Toolkit and research led learning to</p>	<p>Research indicates that high quality teaching can narrow the disadvantage gap. Professional development needs to be well-designed, selected and implemented well. Key findings indicate to focus on mechanisms; the core building blocks that are observable, can be replicated and cannot be removed without making professional development less effective i.e., revisiting</p>	1, 2, 7

<p>ensure consistent high quality first teaching for all (CPD).</p> <p><i>Teachers upskilled across the school with high quality training in English and Maths pedagogy and practice.</i></p> <p><i>Regular training from T&L Lead for all staff delivering English and Maths lessons.</i></p> <p><i>Targetted planning support for Year groups</i></p> <p>DHT x 2 day per week £19,848.99 AHT– ½ day week £8350 Maths Lead – ½ day week £6,141.60</p> <p>Total = £34,340.59</p> <p>ADP Priority 4</p>	<p>prior learning, goal setting, feedback and action planning. The research recommends that training should build knowledge, motivate staff, develop teaching techniques and embed good practice in the context of the school.</p>	
<p>Develop the quality of teaching to meet the needs of all learners but particularly disadvantaged children through mentoring and coaching.</p> <p><i>Instructional coaching and the deployment of expert teachers to improve teaching practice and improved pupil learning.</i></p> <p>Training for 1 x AHT in Instructional coaching DHT x 1 day per week £9924 2 x AHT 1 day week: VJ £8,400 LMc £8400</p> <p>Release time staff to access coaching – 1 days per week– cover supervisors £7500</p> <p>Total = £26,724</p> <p>ADP Priority 4</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p><u>EEF Blog: Effective Professional Development</u></p>	<p>1, 2, 3, 7</p>
<p>Implementation of the Read Write Inc. Programme of Phonics, daily reading, fluency and comprehension to</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.</p> <p><u>EEF Phonics Link</u></p>	<p>1, 2, 7</p>

<p>secure stronger teaching of reading for all pupils. <i>Timetables reflective of regular taught reading sessions. Whole school training.</i> <i>Staff effectively deployed in small targeted groups for Phonics with HLTAs to deliver Phonics.</i> <i>Regular Phonics training for all staff delivering Phonics.</i> <i>TAs deployed to hear all children read.</i></p> <p>RWInc Development days x 3 (in school with RWI staff) £612 x 3 = £1836</p> <p>Training cost: 4 teachers £1500 Cover cost: £1050 TAs – free twilight sessions</p> <p>Book order £1,254.99</p> <p>Portal subscription £191.25</p> <p>Total = £5832.24</p> <p>ADP Priority 4</p>	<p>EEF Phonics Overall +6 months</p> <p>Research suggests that increasing opportunities for fluency in KS2 will impact positively on enjoyment and comprehension.</p> <p>The teaching of reading in KS2 to place greater emphasis on teaching fluency.</p> <p><u>EEF Reading Comprehension Link</u></p> <p>EEF Comprehension strategies +6 months</p> <p><u>EEF Blog: Shining a spotlight on reading fluency</u></p> <p>EEF Oral language +6 months</p> <p>RWI development days effective in identifying next steps</p>	
<p>Training for all staff to ensure feedback is clear and purposeful. <i>Marking and Feedback policy rewritten.</i> <i>Marking codes and 'live' marking used to aid progress.</i> <i>Focus marking for a group per day to support progress in writing.</i> <i>HLTAs and TAs to provide effective feedback in lessons.</i></p> <p>Cover supervisors to access training to support with giving effective feedback 5 x ½ a day £500</p> <p>ECTs (3) and new staff training (3) ½ a day £900 DHT ½ a day £250</p> <p>Release for monitoring 1 day per half term DHT £3100 Standards leads x 6 - day per ½ term £8000 Assessment lead £4000 (MP) – day per term</p> <p>Total = £16,750</p>	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p><u>EEF Feedback Link</u></p> <p>EEF Feedback +6 months</p>	<p>1, 2, 7</p>

ADP Priority 4		
<p>Full subsidy of curriculum educational trips and visits ensure children have access to their full curriculum entitlement regardless of their economic status.</p> <p>All visits subsidised for the year: Including: 50% of residential subsidised All theme trips for all year groups Additional trips</p> <p>*includes transport</p> <p>Total = £48,100</p> <p>ADP Priority 1</p>	<p>There is evidence to suggest that for activities to raise aspirations for disadvantaged pupils they should contain an academic component. Giving the children the opportunities in life to experience a range of activities linked to the curriculum allows them to aspire about careers, University and further education.</p> <p><u>EEF Aspirations</u></p>	

Targeted Academic Support

Budgeted cost: £130,000 Actual - £196,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use WellComm & Speech Links to identify gaps for disadvantaged pupils and plan 1:1 provision to meet their needs.</p> <p><i>Support staff deliver WellComm intervention in EYFS</i></p> <p>HLTA ½ a day weekly session £3350</p> <p>Total = £3350</p> <p>ADP Priority 4</p>	<p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>EEF Oral language +6 months</p>	1
<p>Small group intervention targeted at disadvantaged pupils for reading - further phonics support in KS1</p> <p><i>Daily phonics intervention for children in Year 2 who did not pass the PSC.</i></p> <p>HLTAs x 4 for 5 weekly sessions ½ a day All year - £14,000</p> <p>Total = £14000</p>	<p>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 over a period up to 12 weeks.</p> <p><u>EEF Phonics Link</u></p>	1, 2

ADP Priority 3		
<p>Small group intervention targeted at disadvantaged pupils who also have EAL</p> <p>HLTAs x 3 – ½ a day x 5 £51,000</p> <p>Total = £51,000</p> <p>ADP Priority 3</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures</p> <p><u>EEF Teaching assistants</u></p>	
<p><i>Teaching assistant interventions in reading, writing and maths.</i></p> <p><i>Daily pre- and post-teach from TAs</i></p> <p><i>8 TAs x 2 hours daily = £24,250</i></p> <p>Total = £24,250</p> <p>ADP Priority 4</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures</p> <p><u>EEF Teaching assistants</u></p>	
<p>Additional 1:1 reading targeted at disadvantaged pupils who require further phonics support.</p> <p><i>PP pupil identified through YARC data for additional Target Reader support from HLTAs</i></p> <p><i>HLTAs deployed to teach small groups of newly arrived learners. Reading interventions put in place to improve phonics skills. for KS2 pupil who did not pass the PSC.</i></p> <p>HLTAs x8 for 5 weekly sessions (2 hours each) All year - £27,200</p> <p>Total = £27,200</p> <p>ADP Priority 3 and 4</p>	<p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><u>EEF Reading Comprehension Strategies Link</u></p> <p>EEF Reading Comprehension strategies +6 months</p> <p><u>EEF Blog: Shining a spotlight on reading fluency</u></p>	<p>2, 7</p>
<p>To provide tutoring for identified pupils prioritising Pupil Premium and disadvantaged</p> <p><i>Small group tutoring to take place across 6 - boosters during holiday periods</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.</p> <p><u>EEF Small Group Tuition Link</u></p> <p>EEF Small Group Tuition +4 months</p>	<p>2, 7</p>

<p>Easter 5 x ½ day sessions delivered by 4 teacher £3,800 TA support x 2 £800</p> <p>Total = £4,600</p> <p>ADP Priority 3 and 4</p>	<p>One to One tuition is very effective although high cost. Research indicates that it is most effective when linked to normal lessons.</p> <p><u>EEF One to One Tuition Link</u></p> <p>EEF One to One Tuition +5 months</p>	
<p>Implementation of specific interventions for phonics and maths.</p> <p>TAs x7 for 5 weekly sessions (3 hours each) All year - £21,000</p> <p>Total = £21,000</p> <p>ADP Priority 4</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.</p> <p><u>EEF Phonics Link</u></p> <p>EEF Phonics +6 months</p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning or take longer to master new knowledge and skills.</p> <p><u>EEF Mastery Learning Link</u></p> <p>EEF Mastery Learning + 5months</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p> <p><u>Teaching Assistant Link</u></p> <p>EEF Teaching Assistant Interventions +4 months</p>	<p>2, 7</p>
<p>Pupils who have SEND and are disadvantaged receive targeted support by teaching assistants.</p> <p><i>Inclusion HLTAs and TA to offer more class-based support to access QFT as well as specific interventions such as Precision Teach, NELI, Memory Games.</i></p> <p><i>TAs deployed to support specific pupils with SEND daily with adapted provision</i></p> <p>SENCO 1 pm pw £6500 SEND TA 5 x two afternoons per wk = £18,000 Assistant SENCO– ½ day week (26 wks) forest school intervention £4850 Training – £1200</p> <p>Inclusion mentor (forest school</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p><u>Teaching Assistant Link</u></p> <p>EEF Teaching Assistant Interventions +4 months</p> <p>High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Interventions should be carefully targeted through identification and assessment of need</p> <p><u>Special Educational Needs in Mainstream Schools EEF</u></p>	<p>1, 2, 3</p>

<p>and interventions) – 2.5 days week - £7000</p> <p>Hub interventions - 6 staff all day x 5 days weekly £4500</p> <p>Total = £42,050</p> <p>ADP Priority 3</p>		
<p>Pupils who are disadvantaged receive targeted support by teaching assistants with homework . <i>HLTAs and TA to offer homework support.</i></p> <p>TA x 6 1 hour pw £8850</p> <p>Total = £8850</p> <p>ADP Priority 4</p>	<p>The average impact of homework is positive across both primary and secondary school. Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p> <p><u>Homework EEF Link</u></p> <p>EEF Homework support +5 months</p>	

Wider Strategies

Budgeted cost: £57,000 Actual £248,717.01

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Relaunch of 'The Thrive Approach' to supporting wellbeing. <i>Thrive practioners to support targeted children 1:1 (AHT, T and members of support staff)</i></p> <p>£1650 (ND and LL) Senior Lead training £2460– AHT</p> <p>Thrive subscription – not from school budget</p> <p>Inclusion mentors x3 - 15 hours per week per person £1250</p> <p>Total = £5,360</p> <p>ADP Priority 3</p>	<p>Evidence suggests that pupil from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><u>EEF Social and Emotional Learning</u> EEF Social and Emotional learning +5 months</p>	All
Identified pupils have	<p><u>EEF Social and Emotional Learning</u> EEF Social and Emotional learning +5 months</p>	All

<p>access to one-to-one support with a school counsellor.</p> <p>Counsellors x 1 Full day (5 hours a week) = £10,725</p> <p>Total = £10,725</p> <p>ADP Priority 3</p>	<p>More specialised programmes which use elements of SEL and are targeted at pupils with particular social or emotional needs.</p>	
<p>Contingency fund for acute issues.</p> <p><i>Funding support where needed across year groups. Funding support provided for trips. All After School Clubs are free of charge. Support for families impacted by the cost-of-living crisis</i></p> <p>School hardship fund expenditure £5000</p> <p>Total = £5000</p> <p>ADP Priority 3</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>Hardship fund available to support – food vouchers during extended holiday periods, before and after school club fees waived, clubs all free of charge, residential support, clothing/ uniform support/ access to technology</p>	All
<p>Embed principles of good practice set out in the DfE's Working Together to Improve School Attendance guidance to ensure attendance support and improvement is appropriately resourced.</p> <p><i>Appoint an Attendance Officer to work with our vulnerable families Attendance team daily home visits, phone calls, support for families.</i></p> <p><i>Trust support – ½ day wk £15,892</i></p> <p><i>AHT – 3.5 days a week £74,000</i></p> <p><i>Inclusion mentor – 4 mornings £13,000</i></p> <p><i>Family support worker (early Help) 4 days £40,000</i></p> <p><i>Attendance officer 18.5 hours a week £36,000</i></p> <p><i>SLA agreement - £8322 (114 hours traded hours)</i></p> <p><i>RISE hub – 6 days out AHT - £2850 CR</i></p> <p><i>Rewards for attendance/ rewards including Highline adventure £5000</i></p>	<p>This is guidance from the Department for Education (DfE). This guidance is statutory, and has been produced to help schools, trusts, governing bodies, and local authorities maintain high levels of school attendance.</p> <p><u>DfE Working Together to Improve School Attendance (Sept 2022)</u></p> <p>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p><u>Supporting school attendance EEF</u></p>	All

<p>Total = £195,064</p> <p>ADP Priority 1</p>		
<p>Breakfast available to all children on entry through Magic Breakfast programme</p> <p>Program cost £4000 – including additional supplies milk/ wipes Cutlery etc</p> <p>Preparation - Inclusion mentors x 5 - 1 hour daily £8000</p> <p>Total = £12,000</p> <p>ADP Priority 1</p>	<p>Breakfast Club offered to all pupils to tackle persistent absenteeism, lateness, pupil self-regulation and prepare pupil for learning and interventions at the start of the day.</p> <p><u>FSM Breakfast Club Link</u></p> <p><u>Magic Breakfast - trial EEF +2 months</u></p>	
<p>Extend school time and increase participation of disadvantaged pupils in clubs and activities.</p> <p><i>HAF programme. Priority places for disadvantaged pupils in after school clubs. Sports Premium/PE Lead targets disadvantaged pupils. Free music tuition and after school clubs.</i></p> <p><i>Music tuition trumpet £1650</i> <i>Rock Kidz £ 2164.01</i> <i>M and M panto £3524</i> <i>CV life after school provision and lunchtime:</i> <i>After school club £27 a session (4 sessions a week) = £5130</i> <i>Lunchtime x 5 days £3900</i> <i>Rugby coach after school provision £1200</i> <i>Skateboarding £3000</i> <i>All school clubs are free to the children.</i></p> <p>Total = £20,568.01</p> <p>ADP Priority 1</p>	<p>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.</p> <p>To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds.</p> <p><u>EEF Extending School Time Link</u></p> <p>EEF Extending School Time + 3 months</p>	<p>1, 3, 6</p>
<p>Provide basic essentials to vulnerable families</p> <p><i>Pastoral team to build relationships with vulnerable families.</i></p>	<p>According to Maslow's hierarchy of needs, when a child's basic physiological needs are met, there is natural want for belonging and routine. Children are more susceptible to build relationships in school and therefore move towards self-actualisation and a readiness to learn and enjoy learning.</p>	<p>3, 6</p>

<p><i>Food parcels delivered to families in crisis</i> <i>Clothing and shoes provided to vulnerable children.</i></p> <p>School uniform Food vouchers (Hardship fund)</p> <p>Total = £0 (£5000 listed previously in the hardship fund)</p> <p>ADP Priority 1</p>	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools.</p> <p><u>Parental engagement EEF +4 months</u></p>	
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Total budgeted cost: £597,512.23

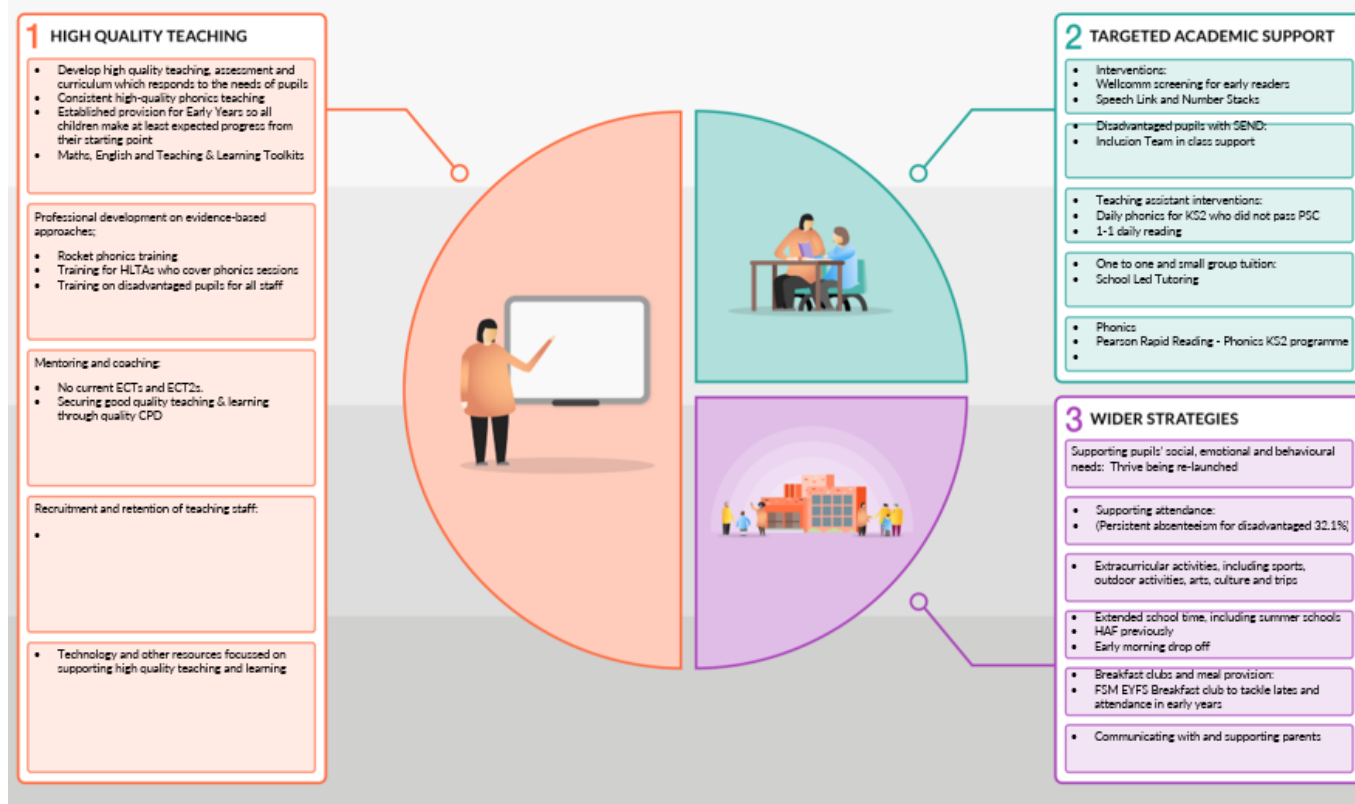
Total pupil premium amount: £595,395

*** All costs are with ON costs**

Frederick Bird Pupil Premium Strategy 2025-2026

PUPIL PREMIUM

The tiered model and menu of approaches



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.

Review of 2024-2025

Intended Outcome	Impact														
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>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, book scrutiny and ongoing formative assessment.</p> <p>EYFS data for the end of Year (July 2024) shows an improvement for speaking and listening at 71% - this shows that the gap has closed from the previous year. The Local Authority end of year % was 79%</p>														
To narrow the gap between the educational achievement of PPG pupils and their peers across all core subjects.	<p>July 2025 statutory data</p> <table><tr><th>Year group</th><th>Reading PPG</th><th>Reading Non-PPG</th><th>Writing PPG</th><th>Writing Non-PPG</th><th>Maths PPG</th><th>Maths Non-PPG</th></tr><tr><td>2025 Year 6</td><td>52%</td><td>66%</td><td>40%</td><td>50%</td><td>48%</td><td>63%</td></tr></table> <p>National PPG %:2025 Reading 63% Writing 59% Maths 61%</p>	Year group	Reading PPG	Reading Non-PPG	Writing PPG	Writing Non-PPG	Maths PPG	Maths Non-PPG	2025 Year 6	52%	66%	40%	50%	48%	63%
Year group	Reading PPG	Reading Non-PPG	Writing PPG	Writing Non-PPG	Maths PPG	Maths Non-PPG									
2025 Year 6	52%	66%	40%	50%	48%	63%									
To work in partnership with the parents of pupils to collectively ensure pupils' success.	<p>Home learning & parental partnership and collaboration will increase over time.</p> <ul style="list-style-type: none">Increasing numbers of parents are in school for events and workshopsParents regularly updated on progressIncreased attendance at parents' eveningsMore favourable responses to parental surveys <p>Headteacher's coffee mornings and weekly parent coffee mornings have continued for parents throughout the year to support working in partnership with the parents of pupils to collectively ensure pupil's success. Workshops have been run for phonics, MTC and SATS. Uptake for parent events such as Star of the Week assemblies, Theme celebration events, Nativities and parents' evenings has continued to increase. Analysis of reasons for non-attendance and the barriers for families attending will look at families of pupil premium children, EAL and SEND.</p>														
To achieve success for pupils for whom English is an additional language	EAL learners' attainment is in line with other disadvantaged pupils. The attainment of those pupils who have multiple barriers is still in line with other disadvantaged pupils.														
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Current attendance for the whole school is 91.5% (statutory attendance)</p> <p>Whole school attendance (all pupils) is 90.9%. This shows an upward trend from 90.7% at this time last year. Lateness is currently at 5.2%</p> <p>Persistent absence is currently at 32.4% (10/12/24). Persistent absence between 90 -95% will be a focus of the attendance team in the Spring term. The school has recently changed LAAO to support the work on attendance and put a Senior Lead for attendance in place. Rigorous action planning in the Autumn term has tightened up the procedures and methods of recording attendance.</p>														

Teaching

Action	Impact
Release time for strategic and operation leaders for PPG to work on implementation of strategy.	Trust led training was accessed for the school Pupil Premium Lead. Training was delivered by the Trust pupil premium lead and support was given by the Trust finance lead.
Focus on Oracy to support pupil's vocabulary and language development across a range of subjects <i>Implemented in EYFS.</i>	Oracy focussed support was delivered to the whole staff, and implemented in EYFS. In EYFS, the end of year statutory data for speaking and listening showed that the gap had closed from last year to 71%. The Local Authority figure was 79%.
Ensure the effective delivery of the English, Maths, Teaching & Learning Toolkit and research led learning to ensure consistently high quality first teaching for all (CPD).	English, maths and pedagogy toolkits are being used to support teaching and learning. CPD sessions have focused on English and Maths to support the planning and teaching of consistently high quality first teaching. Targeted planning support has been given to year groups where needed and Lead practitioners have supported staff, in particular working with ECTs. Our internal and statutory assessment data during 2024/25 suggested that the performance of disadvantaged pupils was lower than the performance of all pupils and non-disadvantaged in the core subjects. KS1 and KS2 Statutory data suggests that disadvantaged pupils do not perform in line with other pupils in school. Disadvantaged pupils are underperforming across all areas when compared with national data.
Develop the quality of teaching to meet the needs of all learners but particularly disadvantaged children through mentoring and coaching.	CPD sessions launched 'Walkthrus' which was then launched with a targeted group of teachers leading to measurable improvements in practice. A further three members of staff have been trained to be Instructional Coaches to develop the capacity across school by accessing national and network training for Walk Thrus.
Implementation of the Read Write Inc. Programme of Phonics, daily reading, fluency and comprehension to secure stronger teaching of reading for all pupils.	Read, Write Inc. has now been implemented in KS1. Teachers of phonics have all accessed support from the RWI programme and the RWI lead. The focus has been in EYFS and Year 1 whilst another programme has been phased out across the rest of school. All staff have had training on the reading toolkit and the reading sequence of learning is taught for 5 sessions a week from years 3-6. Data outcomes have been exceptionally strong with 71% of children passing the phonics screening at the end of Year 1 - a significant increase of over 10% from the year before.
Training for all staff to ensure feedback is clear and purposeful.	An adapted marking and feedback policy has been shared with staff. There has been a focus on books in the summer term with DHTs to quality assure and to adapt practice across the school. This has led to feedback which is clearer and more purposeful.
Full subsidy of curriculum educational trips and visits ensure children have access to their full curriculum entitlement regardless of their economic status.	All school trips have been subsidised by the school. Full subsidy has been given for some children on residential visits for Year 4 and Year 6, with the rest of those children attending being given a 50% subsidy.

Targeted Academic Support

Use WellComm & Speech Links to identify gaps for disadvantaged pupils and plan 1:1 provision to meet their needs.	Wellcomm has been used to screen in EYFS and gaps have been identified to support the planning of provision. This has supported intervention leading to positive increases in the end of year ELG for communication: listening and understanding at 74% and speaking at 71%
Small group intervention targeted at disadvantaged pupils who reading further phonics support in KS1	Daily phonics interventions are given to children in year 2 who did not pass the phonics test in year 1. Phonics tutoring led to strong outcomes for end of KS1 at 66%. This is a significant increase of over 5% from the previous year.
Small group intervention targeted at disadvantaged pupils who also have EAL	A strong induction programme is in place for Newly arrived children. All children in the early stage of language acquisition have access to flash academy to support with basic vocabulary. HLTAS deliver daily language

	based interventions for children new to English including phonics sessions.
Teaching assistant interventions in reading, writing and maths.	Teaching assistants support children's learning with pre and post teaching across the school. The daily pre teach has been found to be more effective in year 4 with the MTC and Year 6 boosters.
Additional 1:1 reading targeted at disadvantaged pupils who require further phonics support.	All children have been YARC tested in years 1-6. This has been used to identify target readers who are PPG. Target reader level interventions are completed by HLTAS. This has shown an Improvement in year 6 statutory data – 66% EXs and 17% GDS. This is a significant improvement of 10% of more
To provide tutoring for identified pupils prioritising Pupil Premium and disadvantaged	Booster sessions took place from Aut 2 – Summer 1 for a range of children. It targeted EXs and GDS children. Boosters were moved to the start of the day to increase capacity. Alongside this a successful Easter holiday booster was also run for targeted children.
Implementation of specific interventions for phonics and maths.	Interventions showed success of mastering of number programme across EYFS to year 2 in securing basics and number fluency. Phonics tuition in KS1 was also successful particularly in Year 1.
Pupils who have SEND and are disadvantaged receive targeted support by teaching assistants.	This year, the SEND team has been set up to give targeted support within year groups. Our hub model across all 3 phases now allows for specific interventions and access to quality first teaching when appropriate.

Wider Strategies

Relaunch of 'The Thrive Approach' to supporting wellbeing.	The Thrive programme is used to support some children through initial assessments of social, emotional and literacy skills. Greater capacity has been added with more thrive practitioners trained to deliver thrive interventions
Identified pupils have access to one-to-one support with a school counsellor.	The in school counsellor is working effectively with a caseload of children referred through the pastoral lead
Contingency fund for acute issues.	The hardship fund is available to support to support families who are identified as being in additional hardship. Food vouchers have been given during extended holiday periods, before and after school club fees waived, clubs are all free of charge, clothing and uniform support is given and access to technology. All school trips are subsidised by school – parents do not pay for theme trips. Dol Y Moch and Culmington Manor residentials were half subsidised by the school to reduce the costs for parents. LAC did not pay for the trip.
Embed principles of good practice set out in the DfE's Working Together to Improve School Attendance guidance to ensure attendance support and improvement is appropriately resourced.	There is a significant overlap between those pupils who are disadvantaged and those who have EAL and have low attendance. Attendance is improving but is still low compared to national. It is a particular issue in EYFS and Nursery. This year a Senior Lead for Attendance has been appointed with a strategic overview of the whole school. . The attendance team have also had their roles and responsibilities repurposed. The team make daily calls and visits to children who are absent and use the data to track attendance and monitor for safeguarding issues. The ABIE target for the year 25/26 is 91%.
Breakfast and After School Club provided for all pupils.	Early morning and after school provision is available at a reduced cost for all children.
Extend school time and increase participation of disadvantaged pupils in clubs and activities.	Free music tuition (brass tuition) is offered in KS2 and subsidised by the school. HAF clubs (easter and summer) and after school clubs target pupil premium children. All children that request an after school club are given a place. There are currently 15 free after school clubs. CV life support with after school clubs and there is a specialist rugby coach.
Provide basic essentials to vulnerable families	Food parcels have been delivered to vulnerable families from the local temple at Christmas. Langur aid have also supported families for a half term of food parcels. Alongside this, food parcels from school have been given out when needed alongside food vouchers as well as clothing..

Further information

Additional activity

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

- embedding more effective practice around feedback. **EEF evidence** demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring staff know their disadvantaged pupils well, particularly understanding of barriers to learning as well as individual needs.
- improving identification of disadvantaged families through targeted flyers and incentives for families who are not yet identified as pupil premium.
- a sustained and focused approach to pupil voice to identify effective support through conversations and questionnaires.
- 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. In 2019 - 2020 an external Pupil Premium review highlighted some key areas that now form part of the strategy for disadvantaged pupils.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools like ours and contacted schools 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 also looked at studies about the impact of the pandemic on disadvantaged pupils.

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.

The plan at Frederick Bird is robust but will be regularly monitored and reviewed to ensure that the best possible outcomes are achieved for disadvantaged pupils.