

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the **2025 to 2026** 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	872
Proportion (%) of pupil premium eligible pupils	41%
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	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Emma Mills
Pupil premium lead	Samantha Rigby-White
Governor / Trustee lead	Gabriel Calwell

Current PP eligibiity figures for this year -

Y7 – 67 – 139 (48%)

Y8 – 73 – 164 (45%)

Y9 – 78 – 210 (37%)

Y10 – 72 – 178 (40%)

Y11 – 71 – 181 (39%)

Total - 361 (41%)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£344, 235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£344, 235

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/Aspiration 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)

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

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: **£172,117**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of quality first teaching through our Professional Growth & CPD programme.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. EEF Guide to the Pupil Premium - <i>“ensuring that an effective 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> <i>Updated Sep 24</i>	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	EEF – Putting evidence to work Coaching – great teaching the Birchwood way EEF -The tiered approach to Pupil premium spending (High Quality Teaching)	4
Character education and cultural capital experiences and opportunities embedded through our PSHE programme. “Birchwood Best”	Character education framework – November 2019 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)	1&2
Teaching & Learning in the Ancora Centre – KS3 & KS4 literacy and numeracy intervention	Literacy and numeracy catch up strategies – DFE 2018 EEF Literacy improvement report (updated 2021)	3

Embedding key lesson principles including: - 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: **£103,270**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated Literacy (Reading) lead/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 “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: **£68,847**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing intervention from the Polaris team to support the Mental Health and Wellbeing of vulnerable students and reduce EBSA numbers. A designated team in place (including a Senior Mental Health Lead, school counsellor and a trained ELSA).	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.	1&2
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	Working with Parents to support children's learning (EEF). OFCOM data DfE mobile phone guidance 2024.	2
Complete staff and parent training through the "Curiosity Project." Focus on how to support and regulate students who may be struggling to thrive (links to previous ADHD Friendly schools' status)	Data to support this at Birchwood: 63% of ADHD diagnosed students in school are also PP. Year group breakdown is as follows: Y7- 90% Y8- 50% Y9- 72% Y10- 53% Y11- 50%	1&2
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	EEF – common barriers to learning for disadvantaged children can be attendance and punctuality issues. Inclusive Attendance Model	1

with our new “Inclusive Attendance” approach.		
Sustain a system of rewards and incentives for improved attendance to school. Personalised rewards and recognition to ensure whole school profile raised.	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. Inclusive Attendance strategy	1
Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship.	Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. EEF Toolkit Parental Engagement suggests +3 months progress. EEF strand – supporting school attendance – Theme 1	1
Offer bespoke SEMH interventions to pupils who require additional support through the ongoing work of a KS3 on site Alternative Provision and the creation of an onsite KS4 Alternative provision for 25/26.	Increasing evidence of Social Emotional Mental Health Problems in young people. Largest growing area of SEND need in Warrington is SEMH. EEF Toolkit Social and Emotional Learning +4 months NASAN-updates 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. 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’. (NASAN May 2021)	1&2

Ensure PP students are engaging with all extracurricular and enrichment opportunities. This includes: • 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	EEF Toolkit - +4 months for outdoor adventure learning EEF- Evidence on life skills and enrichment. The Sutton Trust – Social mobility, life chances.	1&2
All students provided with full equipment for classroom learning, including mini whiteboards. Ingredients provided for Food Tech lessons for PP students struggling to bring ingredients from home for cooking lessons.	The Sutton Trust – research on the cost-of-living crisis (2023)	1&4

Total budgeted cost: £334,235

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 2024 to 2025 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 2024-2025 we saw an improving trend linked to Pupil Premium students across all areas. This was particularly evident in Y11 exams. Key headline data shows the following:

KS3

	Y9	Y8	Y7
Pupil Premium	69 (39%)	78 (37%)	71 (45%)
Above/On Track in majority of subjects	41/69 (59%)	40/78 (51%)	40/71 (56%)
Average Grade Point	4.07 (S-)	4.39 (S-)	4.38 (S-)
Average ATL Class	2.3	1.7	1.85
Average ATL Home	1.6	1.8	2.07
Non Pupil Premium	108 (61%)	131 (63%)	87 (55%)
Above/On Track in majority of subjects	68/108 (63%)	77/131 (59%)	72/87 (83%)
Average Grade Point	4.97 (S=)	5.0 (S=)	5.5 (S+)
Average ATL Class	1.6	1.66	1.45
Average ATL Home	2.1	1.55	1.42

Above/On Track in majority of subjects	Gap is -4%, negligible	Gap is -8%, negligible	Gap is -27%, significant
Average Grade Point	Only one grade descriptor different, not significant	Only one grade descriptor different, not significant	Two grade descriptors different, potentially significant
Average ATL Class	Difference not significant	Difference not significant	Difference not significant
Average ATL Home	Difference not significant	Difference not significant	Difference not significant

The only exception re positive progress/gaps in KS3 is Year 7 students identified as above or on track. This is something we have monitored and continue to work with Middle Leaders on, to closely address any concerns or additional interventions needed within the new strategy.

KS4

Year 10

182 students (40% PP)	KS2 Baseline	A8	Est P8	9-5 Inc Eng/Maths	9-4 Inc Eng/Maths
PP	102	3.8	-0.17	29%	56%
Non PP	104	4.9	0.38	50%	72%

Year 11

HEADLINE FIGURES KEY GROUP BREAKDOWN

	Headline	2025 Results	2025 (Spr Forecast)	2025 (Aut Forecast)	2024 Results	2023 Results	2022 Results	2019 Results	
A 8	Non PP Avg A8 Grade (99 students)	5.19	5.21	4.97	4.86	4.78	4.58	4.87	2025 key group headlines show that there has been real improvements in girls progress (compared to boys). This will be linked to attendance as historically boys progress has been better than girls (as has their attendance). However, with Y11's attendance being much improved it has resulted in this change. PP average grade and progress has improved. But there is still a significant gap. Again this is linked to attendance. SEND A8 grade and P8 gaps are significantly improved. However, we have to remember that the P8 figures are based on BCHS baselines and not KS2 SATS. Therefore, SEND students starting points could potentially be incorrect.
	PP Avg A8 Grade (55 students)	4.05	3.82	3.72	2.57	3.43	3.09	3.95	
	Non-Disadvantaged Average A8 Grade	5.16	5.21	4.95	4.86	4.74	4.62	4.86	
	Disadvantaged Average A8 Grade	4.08	3.87	3.74	2.57	3.43	3.10	3.88	
	Non SEND Average A8 Grade	4.94	4.94	4.77	4.91	4.61	4.40	4.84	
	SEND Average A8 Grade (22 K, 1E)	3.87	3.71	2.99	2.89	3.23	3.33	1.76	
	Boys A8 Grade	4.64	4.53	4.39	4.20	4.19	3.92	4.19	
	Girls A8 Grade	4.93	5.00	4.72	4.37	4.56	4.63	5.10	

Year 11 Exam results demonstrate significant improvements with PP students where the gaps have narrowed.

KS3 Reading Data

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

Year 7

24 students targeted. 75% made value added progress with standardised reading scores

Year 8

19 students targeted. 79% made value added progress with standardised reading scores

Year 9

24 students targeted. 75% made value added progress with standardised reading scores

- **Attendance data for those eligible for PP identifies the following:**

PP V Non PP attendance data is as follows

	YTD
Y7 Non PP	95
Y7 PP	91.6
Y8 Non PP	92.8
Y8 PP	89.2
Y9 NON PP	92.7
Y9 PP	84.1
Y10 NON PP	90.8
Y10 PP	81.2
Y11 NON PP	92.5
Y11 PP	81.9
SCHOOL NON PP	93.1
SCHOOL PP	87.5
SCHOOL PP 2023-2024	86.8

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 narrowed to 5.6% in 24-25. This is an improvement of 0.55% on the previous year. We employed a new attendance strategy for 24-25 with significant attendance targets, focussing on a range of new strategies, using national research and a programme entitled “Inclusive attendance” that is approved by the Department for Education.

We will continue to drive attendance forward in our new PP strategy for 25-26.

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

- A purposeful PSHE programme with a strong focus on CEIAG for all students.
- Strong uptake from PP students in extracurricular and enrichment activities as well as house competitions with only a small gap compared to non-PP students accessing the enrichment offer.

NO PUPIL PREMIUM 🔗	
Enrichment Activity 🔗	11301
House Competition 🔗	3715
	15016
PUPIL PREMIUM 🔗	
Enrichment Activity 🔗	5937
House Competition 🔗	2016
	7953

Whilst a gap remained between PP and non PP take up for enrichment during 24-25, this has been addressed for 25-26 and is now a compulsory timetabled session.

- Opportunities for students to attend open days and taster events
- All Y11 PP students had careers guidance meetings. In 23-24 38/41 PP students had positive destination data (93%). In 24-25 this increased to 46/49 students (94%). Of the three students who are NEET, all are linked to known, ongoing mental health concerns and all are supported by external mental health services.

Behaviour breakdown

01/09/24-19/07/25

Category ▾	Positive	Negative	Ratio
NO Pupil premium 🔗	356789	-14045	96%
Pupil premium 🔗	205098	-17176	92%

The ratio gap in 2023-2024 sat at 5% for PP v Non-PP re positive and negative attitude to learning points. This gap narrowed to 4% in 2024-2025 with a ratio of 92% to 96%. Staff should focus on “catching students doing well” and ensure more positive points are awarded.

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.