



Pupil Premium Strategy Statement 2021

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Breckon Hill Primary
Number of pupils in school	516
Proportion (%) of pupil premium eligible pupils	39% (203 pupils)
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021 – August 2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Joanne Smith
Pupil premium lead	Dawn Camp
Governor / Trustee lead	Rebecca Walters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£273,025
Recovery premium funding allocation this academic year	£29,435
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£302,460

Part A: Pupil premium strategy plan

Statement of intent

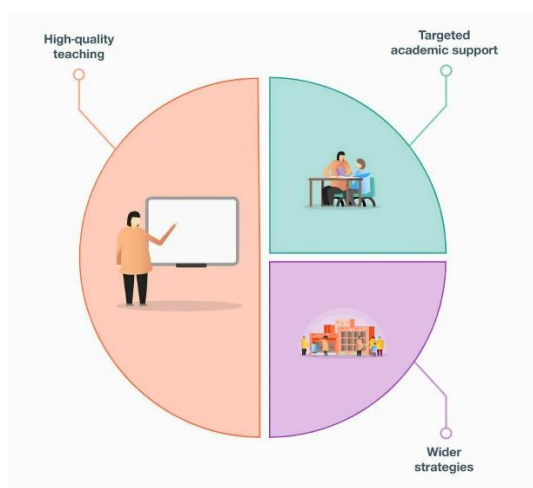
Pupil Premium is additional funding given to publicly funded schools and academies in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The focus of this funding is to improve outcomes for pupils who fit the following criteria;

- Pupils Looked after
- Pupils who are eligible for free school meals or who have been eligible for free school meals at any time in the past 6 years
- Children of Services Personnel

Rigorous pupil progress meetings with leaders and teachers, ensure pupils' specific needs are identified promptly. Progress is tracked and through moderation and evaluation, amendments are made to support the child's learning. Finding the "barrier to learning" and removing them with effective teaching, learning and assessment, is crucial at Breckon Hill to enable children to reach their full potential. Pupil Premium funding is used to support our disadvantaged pupils to achieve their highest levels. We use achievement data, we talk to teachers and children and we look at their work each half term to check whether interventions or strategies are working and amend where needed. The school ensures staff are aware of the pupils eligible for Pupil Premium and they then can take responsibility for their progress.

At Breckon Hill Primary we believe that teaching and learning opportunities meet the needs of all of pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. We recognise that not all FSM pupils are academically disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will therefore allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as socially disadvantaged, this will not however exclude any of those who qualify for the Pupil Premium. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non-Pupil Premium.

The Education Endowment Foundation (EEF) recommends schools consider different evidence sources with the tiered model in mind, which we support.



Challenges

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

Challenge number	Detail of challenge
1	Oral language skills are very low for some pupils. This slows reading progress in subsequent years.
2	Reading at home is a challenge for some pupils – poor literacy and/or English skills of some parents mean that they are unable to support their children.
3	Lack of school readiness for some pupils.
4	Some children have limited life experiences and/or opportunities outside of their own local environment.
5	Children who require support to learn English as an additional language.
6	Children suffering from emotional, mental health issues and medical needs.
7	Attendance of some children.
8	Children with moderate/severe or specific learning difficulties
9	Children who move schools regularly during the academic year. Mobile pupils.
10	Impact of the pandemic – the gap has widened

Intended outcomes

Intended outcome	Success criteria
To ensure staff at all levels receive high quality training and support so they feel confident and have the required subject knowledge in order to teach effectively.	Monitoring shows positive outcomes. Teaching will improve which will impact on accelerating pupil progress which will be evident in data analysis.
To accelerate learning for target pupils in phonic development in order to improve phonics, reading and writing outcomes.	All staff to have received high quality training and teaching phonics in a consistent way. Pupils make rapid progress and improve phonics outcomes closing the gap between PP and NPP.
To provide tailored intervention support to target pupils at risk of underachievement in reading, writing and maths in order to ensure accelerated progress is made.	Pupils eligible for PP, and those at risk, make rapid progress which, as a result, continues to narrow the gap in attainment of ARE between PP and NPP.
To ensure appropriate resources are available in school to support the children with their learning.	Resources such as IPADs are easily available to support learning and Pupils eligible for PP, and those at risk, make rapid progress which, as a result, continues to narrow the gap in attainment of ARE between PP and NPP.
To provide opportunities, free for all, which will support learning, mental wellbeing, physical health and developing children socially.	Children have experienced wider curriculum opportunities, increasing their knowledge and understanding of the world in which they live and the topics being studied. Children benefit from physical and mental health activities.
To continue to support parents to ensure their children attend school.	The % of children attending increases and persistent absence decreases. Case studies.

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 (CPD)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics: New staff to be trained in the Sounds Write phonics programme and methodology for reading and spelling implemented throughout school.</p> <p>In school support days from Phonics trainer.</p>	<p>Supporting EEF Evidence Statements</p> <p><i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</i></p>	<p>1 2 3 5 7 8 9</p>
<p>Reading John Murray – Reading Explorers Guided Reading CPD Support days to equip all teachers with the necessary strategies and techniques that will enable their learner’s reading comprehension to improve.</p>	<p>Supporting EEF Evidence Statements</p> <p><i>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</i></p> <p><i>On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.</i></p> <p><i>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.</i></p> <p><i>Oral language approaches might include:</i></p> <ul style="list-style-type: none"> • <i>targeted reading aloud and book discussion</i> • <i>explicitly extending pupils’ spoken vocabulary;</i> • <i>the use of structured questioning to develop reading comprehension; and</i> • <i>the use of purposeful, curriculum-focused, dialogue and interaction</i> <p>This training and approach also supports the metacognition and self-regulation evidence which suggests children can make an additional 7 months.</p> <p><i>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text.</i></p>	<p>1 2 3 5 7 8 9</p>

Targeted Academic Support

Budgeted cost: £230,134

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Teachers across school to provide time for small group and 1-1 targeted support.</p> <p>This support will also include personalised feedback time through dedicated improvement and reflection times (DIRT)</p> <p>KS1 children will benefit from a teacher providing some Art sessions, whilst the teacher can provide DIRT time.</p>	<p>The school has a good approach to using additional teachers across the school to provide additional support to groups of children. This has worked very successfully in the past with the 2019 results showing above average progress.</p> <p>KS1 – KS2 Progress Reading Writing Maths PP children +4.1 +6.6 +5</p> <p>Supporting EEF Evidence Statements Providing Feedback <i>Well-evidenced and has a high impact on learning outcomes, can be additional 7 months in primary.</i></p> <p>1-1 tuition <i>Evidence indicates can be effective, providing approximately 6 additional months in primary progress.</i></p> <p>Small group <i>Has an average impact of 4 months' additional progress over the course of a year.</i></p> <p>(See ARTS evidence below)</p>	<p>1 2 3 5 6 8 9 10</p>
<p>Tutoring sessions for groups of 3 before and after school</p> <p>(25% of the recovery premium is used towards this and it is also supported by the School Led Tutoring fund)</p>	<p>Tutoring Sessions <i>Average impact of approaches involving extending school time is about an additional 3 months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes.</i> <i>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.</i></p>	
<p>Teaching assistant (HLTA) focused time to provide targeted support, both academically and emotionally, to individual pupils and small groups. Sounds Write focus</p>	<p>Teaching Assistants <i>The average impact of the appropriate deployment of teaching assistants is about an additional four months' progress over the course of a year.</i></p>	

Wider strategies (resources, attendance, behaviour, wellbeing)

Budgeted cost: £64,326

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase more IPADs so each class has access to them. This will support increased access to resources such as Accelerator Reader quizzes, Bedrock vocabulary tasks and other APPs to support learning</p>	<p>Supporting EEF Evidence Statement</p> <p><i>There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.</i></p>	<p>2 5 8 9 10</p>
<p>Free Y6 residential and Free educational visits</p>	<p>Supporting EEF Evidence Statements</p> <p>PHYSICAL</p> <p><i>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</i></p> <p><i>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</i></p> <p><i>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs. By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</i></p> <p>ARTS</p> <p><i>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. (Talk for writing approach already implemented into school)</i></p> <p><i>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional 3 months progress.</i></p> <p><i>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i></p> <p><i>There is intrinsic value in ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</i></p>	<p>4 7</p>

Free after school clubs	Evidence as above	
Free breakfast club	<p>Supporting EEF Evidence Statement</p> <p><i>The updated EEF evaluation (2019) found that running a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</i></p> <p><i>Sensitively targeting pupils most likely to benefit – the school does this.</i></p>	4 7
Attendance officer	<p>Supporting EEF Evidence Statement</p> <p>Using your pupil premium fund effectively</p> <p><i>You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment.</i></p>	7

Total budgeted cost: £302,460

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 2020 to 2021 academic year.

Aim	Outcome
<p>Teaching - To ensure staff at all levels receive high quality CPD so they feel confident and have the required subject knowledge in order to teach effectively.</p> <ul style="list-style-type: none"> • Phonics: Teachers to be trained in the Sounds Write phonics programme and methodology for reading and spelling implemented throughout school. • Talk for Writing – training of all staff in order to ensure Talk 4 Writing is taught in all classes to develop imaginative, creative and effective writers. • John Murray – Reading Explorers and Reading Rocketeers Equip all teachers with the necessary strategies and techniques that will enable their learner’s reading comprehension to improve. 	<p>Online Phonics training took place for new staff. The new phonics leader received training in the leadership of phonics. This is now a consistent approach used across the school. Future support days are planned for 2021 – 2022 to ensure consistency continues.</p> <p>T4W training continued online for all teachers and confidence in its delivery continued to improve. This is now a consistent approach used across the school. Monitoring and impact of the process will continue in 2021 - 2022</p> <p>This training was unable to take place and will become part of the 2021- 2022 training programme.</p>
<p>Targeted academic support - Employ additional teachers to work with children in order</p> <ul style="list-style-type: none"> • to improve progress for pupil premium pupils to continue to narrow the gap between PP and NPP. • to provide tailored intervention support to target pupils at risk of underachievement in reading, writing and maths in order to ensure accelerated progress is made • To accelerate learning for target pupils in phonic development in order to improve phonics, reading and writing outcomes. 	<p>The school has a good approach to using additional teachers across the school to provide support to small groups of children and on a 1-1 basis. Data has proven this has worked very successfully in the past. (see 2019) national SATs data above and the term after the lockdown period below.</p> <p>COVID 19 did have an impact on progress, however internal data shows how the additional support being provided impacted positively with some enhanced progress being made once back in school.</p>
<p>Wider strategies - Widen the life experiences of children and their potential for rich, learning opportunities through a broad and balanced curriculum and a variety of enrichment activities and opportunities</p> <ul style="list-style-type: none"> • Free residential for Y6 pupils • Free trips for all pupils 	<p>Due to COVID 19 unfortunately all trips had to be cancelled. Y6 did however attend a free Cinema visit at the end of the year and other classes received treats.</p> <p>The funding assigned to this was used instead to provide a free breakfast club for all. This paid for the staffing and the supplies. This provision supported getting children back into school and working families.</p>

IMPACT DATA

Target Tracker data for all children in Year 1 – Year 6 showing steps progress from the end of Spring 2021 – Summer 2021 (The summer term after the Lockdown period)

The normal rate of progress would be 2 steps across the term. This table shows the enhanced progress made during that time.

All Pupils (441 pupils)	Reading	Writing	Mathematics
Progressed by 9 steps or more	1 (0.2%)	1 (0.2%)	1 (0.2%)
Progressed by 8 steps or more	3 (0.7%)	1 (0.2%)	2 (0.5%)
Progressed by 7 steps or more	11 (2.5%)	3 (0.7%)	4 (0.9%)
Progressed by 6 steps or more	18 (4.1%)	4 (0.9%)	11 (2.5%)
Progressed by 5 steps or more	44 (10.0%)	31 (7.0%)	34 (7.7%)
Progressed by 4 steps or more	107 (24.3%)	88 (20.0%)	111 (25.2%)
Progressed by 3 steps or more	194 (44.0%)	197 (44.7%)	189 (42.9%)

Reception children

All Pupils (60 pupils)	Reading	Writing	Numbers
Progressed by 7 steps or more	3 (5.0%)	2 (3.3%)	4 (6.7%)
Progressed by 6 steps	4 (6.7%)	1 (1.7%)	5 (8.3%)
Progressed by 5 steps	1 (1.7%)	6 (10.0%)	2 (3.3%)
Progressed by 4 steps	13 (21.7%)	9 (15.0%)	8 (13.3%)
Progressed by 3 steps	11 (18.3%)	12 (20.0%)	14 (23.3%)

Further information

The school also uses its allocated SEND funding to support some of the actions above, including additional teachers in school to support small groups and 1-1 teaching and the use of teaching assistants to support children both academically and with their emotional wellbeing.