



Breckon Hill Primary School

Pupil Premium Strategy

Year: 2020-2021

Review - March 2021 Due to Covid risk assessments and the recent lockdown, some of the intended actions have not been able to take place. This funding (highlighted below in red) will be re-directed to focus on getting children back into school through providing a free breakfast club.

Review – June 2021 Due to staff requiring to isolate at times, the additional teachers who were planned to target specific children had to be re-directed elsewhere to teach full classes. It was better to do this as these teachers were known by the children in school and had received all the training around how we teach the core subject areas.

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 socially 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.

Provision The range of provision the school may consider making for this group could include:

- Providing small group work with an experienced teacher/specialist staff
- 1-1 or support
- Additional teachers
- Enrichment opportunities e.g. after school clubs, educational visits, music/sports tuition
- Acquisition of staff, resources or services to provide the above

Reporting It will be the responsibility of the Deputy Head, to produce regular reports for the Governing Body detailing the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils and giving an outline of the provision that has been made since the last meeting and the impact thereof. The Governors of the school will ensure that there is an annual statement on how the Pupil Premium funding has been used, published on the school website. The use of Pupil Premium Funding will be carried out within any statutory requirements published by the Department for Education.

1. Data (DUE TO COVID 19, THERE IS NO DATA FOR END OF YEAR 2020 or 2021)

KS2	Reading	Writing	Maths	Combined	GPS
2018 Data	40%	83%	60%	36%	62%
2019 Data	56%	65%	65%	52%	62%
2019 National	73%	78%	79%	65%	78%
Core Children	55%	64%	61%	52%	61%
Pupil Premium	59%	63%	70%	52%	67%
Core Greater Depth	12%	18%	18%	6%	18%

KS1	Reading	Writing	Maths	Combined
2018 Data	56%	52%	57%	47%
2019 Data	52%	52%	56%	49.3%
2019 National	75%	69%	76%	
Core Children	(45%, 61%) 63.8%	(41%, 58%) 63.8%	(49%, 62%) 69%	(27%, 52%) 60.3%
Pupil Premium Smaller number of PP last year 26 children	(50%, 50%) 41.2%	(40%, 42%) 35.3%	(47% 54%) 41.2%	(27% 42%) 35.3%
Greater Depth	(16% 11%) 14.7%	(13% 9%) 6.7%	(13%, 10%) 6.7%	(8%, 8%) 5.3%

KS1 – KS2 Progress	Reading	Writing	Maths
2019 all children	+4	+6.5	+5.9
Pupil Premium	+4.1	+6.6	+5
2018 all children	-0.9	+6.0	+1.5
Pupil Premium	-0.6	+7.0	+1.7
2017 all children	-0.7	+2.9	+1.8
Core Pupil Premium	-0.9	+1.8	-1.1

	2017	2018	2019	National
Phonics	61%	70%	77.5%	82%
EYFS GLD	43%	47%	35.6%	

2. Barriers to future attainment (for pupils eligible for PP)

Academic barriers

A.	Oral language skills in EYFS are very low for some pupils. This slows reading progress in subsequent years.
B.	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.
C.	Lack of school readiness for some pupils.

Additional barriers

D.	Some children have limited life experiences and/or opportunities outside of their own local environment.
E.	Children suffering from emotional, mental health issues and medical needs.
F.	Poor attendance of some children.
G.	Areas of deprivation
H.	Children who are the victim of abuse
I.	Children with moderate/severe or specific learning difficulties
J.	Children who require support to learn English as an additional language.
K.	Children who move schools regularly during the academic year. Mobile pupils.

3. Intended outcomes

Success criteria

A.	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.	Monitoring shows positive outcomes. Teaching will improve which will impact on accelerating pupil progress which will be evident in data analysis.
B.	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 CPD and teaching phonics in a consistent way. Pupils make rapid progress and improve phonics outcomes closing the gap between PP and NPP.
C.	Improved progress for pupil premium pupils to continue to narrow the gap between PP and NPP attainment of ARE.	Pupils eligible for PP make rapid progress in all curriculum areas which, as a result, continues to narrow the gap in attainment of ARE between PP and NPP.
D.	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 in all curriculum areas which, as a result, continues to narrow the gap in attainment of ARE between PP and NPP.
E.	TO ensure appropriate resources are available in school to support the children with the learning.	Pupils eligible for PP, and those at risk, make rapid progress in all curriculum areas which, as a result, continues to narrow the gap in attainment of ARE between PP and NPP.

F.	<p>To ensure enhanced provision and opportunities for all, which will support learning, in the form of:</p> <ul style="list-style-type: none"> • educational visits, • curricular experiences within school • residential visits where appropriate. 	<p>Children have increased and improved knowledge and understanding of the world in which they live and the topics being studied. This in turn will improve outcomes, both academically and socially.</p>
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4. Summary information					
School	Breckon Hill Primary School Budget = 225,296 + (685.30 carried forward) = 225,981.30				
Academic Year	20/21	Total PP budget	225,981.30	Date of most recent internal PP Review	Sept 20
Total number of pupils	(R-Y6)	Number of pupils eligible for PP	171	Date for next internal review of this strategy	Sept 21

5. Planned expenditure					
Academic year	2020-2021				
i. Quality of teaching for all (supporting training and continuous development to improve the quality of all teaching)					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality CPD is carefully matched to meet the needs of pupils and staff development (in line with school priorities) £1,900	Phonics: Teachers to be trained in the <i>Sounds Write</i> phonics programme and methodology for reading and spelling implemented throughout school.	Research shows that this is a highly effective strategy. It teaches pupils to <i>read</i> accurately and fluently. They learn to form each letter and spell correctly. All staff use consistent methods to teach phonics, reading and spelling.	Timetabling of whole class lessons and small group intervention. Support days will be completed by the phonics trainers as ongoing CPD and ensure a consistent approach. Phonics lead will monitor its implementation. Regular assessments will track the progress of pupils.	LM	Lesson observations and monitoring ensure pupils are making good progress with phonics acquisition. Termly pupil progress meetings. Increase in % of children achieving the phonics check.
£3,000	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.	T4W is based on the principles of how people learn. The movement from imitation to innovation to independent application can be adapted to suit the needs of learners of any stage.	School is Paying for the Silver Package which for this year includes a PD DAY and support days. Regular book scrutinies will track the effectiveness of this strategy. Organised staff visits to Selby community school, which is a lead school in T4W	KM	English lead and SLT will monitor its implementation. Termly lesson observations & book monitoring will ensure that the process of Talk for Writing is followed and that pupils are engaged in writing. Termly pupil progress meetings
£1,000	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.	Literacy Hub recommendation. Proven evidence from other schools that the gap can be closed in reading using JM’s strategies.	CPD time will be set aside for the dissemination of training. English lead and SLT will monitor its implementation. New books for the children to record their reading lessons will be introduced so we can track the sequence of learning more clearly.	KM	English lead and SLT will monitor its implementation. Termly lesson observations & book monitoring will ensure that the Reading cycles are being followed and that pupils are engaged in Reading. Termly pupil progress meetings
Total budgeted cost					£5,900
The Sounds write training has not been able to take place, however we have a new phonics lead in school who has completed online training to upskill her knowledge of Y3 – Y6 spelling and has completed some leadership development training with the Sounds write team. Some T4W training has continued online. John Murray training was unable to take place.					Books have been monitored and there continues to be consistency in agreed approaches.

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>X4 Additional teachers across school & a Teach First teacher.</p> <p>£149,344.65</p> <p>COVID fund is also contributing towards these teachers.</p>	<p>Continue to improve standards by the end of KS2 and close the attainment gap between the school and national. Continue to achieve the positive progress outcomes that the school currently achieves.</p>	<p>The school has employed additional teachers across school for a number of years and it has proven to have a positive impact on accelerating pupil progress. It has also proven to have a positive impact on children's behaviour for learning.</p>	<p>Progress of all pupils will be carefully tracked, including vulnerable individuals/groups. Pupil Progress meetings will be held and monitoring of pupil's work.</p>	<p>SLT</p> <p>All staff</p>	<p>Termly data analysis and pupil progress meetings. End of KS1 & 2 SATs results</p>
<p>Teaching assistants focused time to provide targeted academic support to individual pupils or small groups.</p> <p>£68,236.64</p>	<p>Continue to improve standards by the end of KS2 and close the attainment gap between the school and national. Continue to achieve the positive progress outcomes that the school currently achieves. Children will also receive additional P.E. sessions throughout each term from the sports coaches, which also impacts on their fitness.</p>	<p>The school has used funding to be able to provide small group support for a number of years and it has proven to have a positive impact on accelerating pupil progress.</p>	<p>Progress of all pupils will be carefully tracked, including vulnerable individuals/groups. The impact of all interventions will be reviewed/analysed to ensure there is accelerated progress. Pupil progress trackers will show that the pupils are making accelerated progress. Additional intervention will be delivered at point of need.</p>	<p>SLT</p> <p>All staff</p>	<p>Termly data analysis and pupil progress meetings. End of KS1 & 2 SATs results</p>
Total budgeted cost					£217,581.29
<p>Due to staff requiring to isolate at times, the additional teachers who were planned to target specific children had to be re-directed elsewhere to teach full classes.</p> <p>Data was used throughout the year as planned to target particular children in class. Attendance of some children requiring to isolate also impacted on this at times. All children have been teacher assessed at the end of June 2021 in order to give their new teacher an indication of starting points.</p>					

iii. Other approaches supporting whole-school strategies e.g. to improve attendance, behaviour and readiness to learn

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Free residential visit for Y6 pupils and a range of other free visits, events, activities and visitors for all year groups to enhance termly topics and allow for further development of skills in a range of contexts.</p> <p>PP contribution £2,500</p>	<p>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>	<p>Previous examples of positive response and impact of wider experiences on the attainment and progress of children. Studies show that opportunities for OAA enhance children's social and non-cognitive skills, along with their academic attainment/progress.</p>	<p>Staff will research appropriate opportunities and visit any that have not been used before. Risk assessments will be completed on Evolve for any outside school experiences. Feedback from pupils/staff/parents.</p>	<p>All staff</p>	<p>Risk assessments on Evolve will be completed for every offsite experience. Reviews of opportunities and take-up will take place regularly. Parent and pupil consultations will take place before and/or after depending on the experience.</p>
<p>This was unable to take place. The children did enjoy a visit to the cinema during their final week in school.</p>				<p>Total budgeted cost</p>	<p>£2,500</p>
<p>TOTAL SPEND</p>					<p>£225,981.29</p>