



Pupil Premium Strategy Statement 2023

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 (Rec – Y6)	552 October census
Proportion (%) of pupil premium eligible pupils	48% (262 pupils Oct census)
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 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Joanne Smith
Pupil premium lead	Dawn Camp
Governor / Trustee lead	Rebecca Walters/Jackie Lowe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£385,825
Recovery premium funding allocation this academic year	£30,000
Pupil premium funding carried forward from previous years	£0
Total	£415,825

Part A: Pupil premium strategy plan

Statement of intent

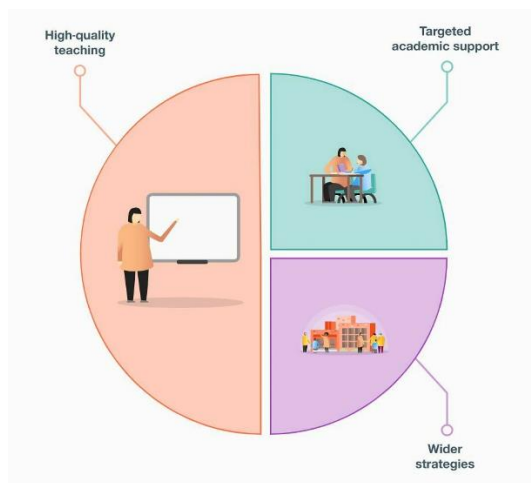
Pupil Premium is additional funding given to publicly funded schools and academies in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The focus of this funding is to improve outcomes for pupils who fit the following criteria;

- 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	The school base and location deprivation is well above average. (IDSR)
2	Oral language skills are very low for some pupils. This slows reading progress in subsequent years.
3	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.
4	Lack of school readiness for some pupils.
5	Some children have limited life experiences and/or opportunities outside of their own local environment.
6	Children who require support to learn English as an additional language.
7	Children suffering from emotional, mental health issues and medical needs.
8	Attendance of some children.
9	Children with moderate/severe or specific learning difficulties
10	Children who move schools regularly during the academic year. Mobile pupils.
11	Impact of the pandemic – the gap widened

Intended outcomes

Intended outcome	Success criteria
To ensure staff at all levels receive high quality training in reading, writing and maths and ongoing 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 and opportunities.
To continue to support parents to ensure their children attend school.	The % of children attending increases and persistent absence decreases. Cases studies.
To provide emotional therapeutic services to support children's well-being and provide them with coping strategies.	Children become more equipped to talk about and manage their emotions enabling them to be more ready for learning.

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: £149,101

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy – Reading & Writing</p> <p>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>Develop staff subject knowledge and skills in order to improving the teaching of fluency and comprehension.</p> <p>Greater depth writing training</p> <p>Develop staff subject knowledge and skills in order to improve the teaching of writing.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1697206682</p> <p><i>“Teach writing composition strategies through modelling and supported practice.”</i></p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1697207023</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p> <p>7</p> <p>8</p> <p>9</p>
<p>Maths</p> <p>Number Fun consultant support days to continue to develop staff subject knowledge and skills in order to improve the teaching of specific maths skills.</p>	<p>The number one recommendation that the EEF suggests to improve maths in schools is to develop practitioners’ understanding of how children learn mathematics through high quality CPD.</p> <p><i>“Professional development should be used to raise the quality of practitioners’ knowledge of mathematics, of children’s mathematical development, and of effective mathematical pedagogy. The development of self-regulation and metacognitive skills are linked to successful learning in early mathematics.”</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3?utm_source=/education-evidence/guidance-reports/maths-ks-2-3&utm_medium=search&utm_campaign=site_search&search_term=maths</p> <p><i>This training and approach also supports the metacognition and self-regulation evidence which suggests children can make an additional 7 months.</i></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 sharing strategies and solving problems.”</i></p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p> <p>7</p> <p>8</p> <p>9</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation <i>This training also supports oral language approaches, which are also supported in the EEF document.</i> <i>“Explicit discussion of either content or processes of learning, aim to support learners’ use of vocabulary, articulation of ideas and spoken expression. Language approaches in Maths may be used to explicitly practice subject specific vocabulary.”</i> <i>“On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.”</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Support for ECTs and other staff development.	ECTs are fully supported through the use of the early career framework and Breckon Hill training opportunities. Team leaders are non-class based so they can work alongside ECTs. Team leaders are able to support children who arrive in school and are having a difficult start to their day to enable them to regulate and join their classrooms. Team leaders are able to monitor and ensure CPD strategies are effectively in place in their teams. This has been a successful approach used in BH for many years.	2 3 6 7 9 11
Computing lead to have release time to develop staff skills in using new technology, programs and APPs successfully in order to enhance teaching and learning.	<i>“Without a clear plan for support and implementation, technology is much less likely to have an impact. This includes considering what initial training will be needed, what time and resources are required, and what ongoing support should be available.”</i> https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1697208330	1 2 4 5 8

Targeted Academic Support

Budgeted cost: £180,549

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teachers across school to provide time for small group and 1-1 targeted support. This support will also include personalised feedback time through dedicated improvement and reflection times (DIRT)	The school has a proven successful approach to using additional teachers across the school to provide additional support to individuals and small groups of children. Providing Feedback <i>“Well-evidenced and has a high impact on learning outcomes, can be additional 7 months in primary.”</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback 1-1 tuition <i>“Evidence indicates can be effective, providing approximately 5 additional months in primary progress.”</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group <i>“Has an average impact of 4 months’ additional progress over the course of a year.”</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 2 3 5 6 8 9 10
Tutoring sessions for small groups of children. (50% of the funding for this is also supported by the School Led Tutoring fund)		
Teaching assistant (HLTA) focused time to		

provide targeted support, both academically and emotionally, to individual pupils and small groups. Sounds Write focus	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> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
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Wider strategies (resources, attendance, behaviour, wellbeing)

Budgeted cost: £86,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free Y6 residential Free educational visits Forest Schools	<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> <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> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4 7
Free breakfast club	<i>"The EEF are currently completing a rapid evidence assessment on free school breakfast provision." (February 2023) The school has successfully held a free breakfast club for many years and 70% of those attending are eligible for PP funding. This provision has also supported some children in being in school on time."</i> <i>"There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance."</i> https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833	4 7
Purchase more IPADs This will support increased access to resources such as Accelerator Reader quizzes, Times Tables Rockstars, Bedrock vocabulary tasks and other APPs to support learning.	<i>"Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom."</i> <i>"Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills."</i> <i>"Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge."</i> https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1697208330	2 5 8 9 10
Attendance officer	<i>"while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when used alongside efforts to improve whole-class teaching as well as strategies to address wider challenges to learning such as attendance and behaviour."</i> https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151	7

CATs Children's therapy	Some children in Breckon Hill suffer a range of trauma for example, high end physical and emotional abuse, neglect, separation from parents as well as well as illness, loss or death of someone close. The aim of CATS therapy is to minimise the impact this has on the child's future happiness and success, by intervening at the earliest possible time. in order to provide them with the strategies they need, to manage, understand and process the difficulties they may be experiencing. In doing this, it enables the child to come to school daily and learn, despite the ongoing or historical trauma in their life.	6
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Total budgeted cost: £415,825

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 2022 to 2023 academic year.

High quality staff training has been and continues to be a key focus for the school's pupil premium spending. All new staff received Sounds Write phonics training and support days in school targeted staff who were trained in previous years. Staff skills and confidence in the approach has continued to improve. It is a consistent approach used across the school and was positively recognised by Ofsted. *"Staff teach phonics and early reading sessions well, making sure pupils learn phonic knowledge quickly. Pupils practise reading with books that match their phonics knowledge."* Future support days are planned for 2023 – 2024 to ensure the consistency continues. Phonics data is improving moving from 32% passing in 2022 up to 70% in 2023.

All new staff have continued to be trained in the school's reading approach. Reading Rocketeers and Reading explorers are consistent approaches used across the school. Staff describe how they enjoy the teaching of reading and how it is more focused on the needs of the children. The children talk about enjoying the structure of the lessons. Internal tracking data of reading shows a positive impact on pupil progress. The teaching of reading was also positively commented on by Ofsted. *"There are thorough systems in place for adults to regularly listen to pupils read in school. Pupils who fall behind in reading receive extra support. The systems in place support pupils who speak English as an additional language to read and speak English quickly. Pupils enjoy reading from the wide range of books available to them. Older pupils are keen to read and have their own copies of class novels."* Reading attainment is improving in both KS1 and KS2. KS1 has gone up from 32% to 38%. KS2 has gone from 52% to 53%. For those children who have been in the school from Reception the pass rate was 55%. Reading is still a key focus area for 2023/2024.

The school has worked very closely with a maths consultant to develop a consistent approach to the teaching of this core area across the school. Progression documents and policies for the key skills have been implemented and high quality pedagogical training for all staff has taken place. Staff confidence, knowledge and skills have improved. Maths attainment is improving in both KS1 and KS2. KS1 was 27% in 2022 and 33% in 2023. KS2 was 50% in 2022 and 58% in 2023. For those children who have been in the school from Reception the pass rate was 71%.

Pupil mobility across the school continues to be very high in all year groups. Additional teachers in year groups and HLTAs delivering targeted interventions with small groups of children therefore has been a key successful strategy employed by the school for many years. The school has many examples of positive, enhanced impact data across all year groups, which are shared with school governors. These are some

examples showing the impact in some year groups where children have been targeted for support and where pupil premium groups have achieved a higher rate of steps progress.

Expected progress across 2 terms would be 4 steps

All Pupils (64 pupils)	Reading	Writing	Mathematics
Progressed by 11 steps or more	9 (14.1%)	11 (17.2%)	8 (12.5%)
Progressed by 10 steps or more	12 (18.8%)	14 (21.9%)	12 (18.8%)
Progressed by 9 steps or more	15 (23.4%)	16 (25.0%)	18 (28.1%)
Progressed by 8 steps or more	19 (29.7%)	21 (32.8%)	23 (35.9%)
Progressed by 7 steps or more	26 (40.6%)	23 (35.9%)	38 (59.4%)
Progressed by 6 steps or more	43 (67.2%)	39 (60.9%)	56 (87.5%)
Progressed by 5 steps or more	57 (89.1%)	55 (85.9%)	60 (93.8%)

Pupil Premium from the same cohort as above

All Pupils (28 pupils)	Reading	Writing	Mathematics
Progressed by 11 steps or more	5 (17.9%)	8 (28.6%)	4 (14.3%)
Progressed by 10 steps or more	6 (21.4%)	10 (35.7%)	7 (25.0%)
Progressed by 9 steps or more	8 (28.6%)	12 (42.9%)	11 (39.3%)
Progressed by 8 steps or more	9 (32.1%)	13 (46.4%)	13 (46.4%)
Progressed by 7 steps or more	12 (42.9%)	14 (50.0%)	18 (64.3%)
Progressed by 6 steps or more	20 (71.4%)	20 (71.4%)	23 (82.1%)
Progressed by 5 steps or more	26 (92.9%)	26 (92.9%)	25 (89.3%)

Expected progress across 3 terms would be 6 steps

All Pupils (87 pupils)	Reading	Writing	Mathematics
Progressed by 9 steps or more	6 (6.9%)	6 (6.9%)	6 (6.9%)
Progressed by 8 steps or more	13 (14.9%)	9 (10.3%)	14 (16.1%)
Progressed by 7 steps or more	30 (34.5%)	16 (18.4%)	30 (34.5%)

Pupil Premium from the same cohort as above

All Pupils (48 pupils)	Reading	Writing	Mathematics
Progressed by 9 steps or more	5 (10.4%)	5 (10.4%)	3 (6.3%)
Progressed by 8 steps or more	7 (14.6%)	6 (12.5%)	9 (18.8%)
Progressed by 7 steps or more	19 (39.6%)	10 (20.8%)	16 (33.3%)

Writing attainment in both KS1 and KS2 also improved. KS1 pass rate was 27% in 2022 moving to 34% in 2023. KS2 was 48% in 2022 moving to 57% in 2023. For those children who have been in the school from Reception the pass rate was 65%.

Although attendance remains below the national expectation, Ofsted inspectors recognised that the school had strong systems and processes in place and all policies, including statutory frameworks, were being followed effectively and the school was doing all it could to work with and support families to improve. The school has case studies which show the work being done and the impact that it has on individual families. Attendance has improved from last year increasing by 0.9% to 93.1%. Persistent absence has reduced by 2.3%. 164 attendance home visits to 93 children took place last year. Children with 100% attendance increased from 16 to 21.

70% of those attending the free breakfast club receive pupil premium funding. This provision has ensured these children are not hungry and are ready to learn. It also reduces lateness and attendance of some families.

The school has always recognised the value in ensuring no child misses out on an opportunity due to their family financial circumstances, therefore all educational visits, including a residential, have been free too all. The knowledge, skills and personal development acquired through these opportunities are invaluable and Ofsted recognised that the school had worked hard to re-introduce these opportunities as quickly as possible after the pandemic. *“Leaders are working hard to ensure the many visits that were planned for pupils before the pandemic are reinstated as soon as possible.”*

The school has case studies which show the positive impact of working with children’s therapists. For example, one child who has accessed this support is now happily accessing school daily, has made good progress and is now working at age related expectations.

Further information

The school also uses it’s 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