Pupil Premium Strategy Statement 2024 - 2027

Pupil Premium is additional funding given to 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

This statement details our school's use of pupil premium for the 2024 to 2025 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	44% (242 pupils Oct census)
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2024 – August 2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Joanne Smith
Pupil premium lead	Dawn Camp
Governor / Trustee lead	Carol Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£371,940
Pupil premium funding carried forward from previous years	£0
Total	£371,940

Part A: Pupil Premium Strategy

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they may face, make good progress from their individual starting points and achieve high academic attainment across the curriculum. The focus of our strategy is to support disadvantaged pupils to achieve that goal. We adopt a whole school approach in which all staff take responsibility for disadvantaged pupil's outcomes and raise expectations of what they can achieve. We recognise that not all pupils who receive free school meals are academically disadvantaged and that not all pupils who are socially disadvantaged qualify for free school meals. We will therefore allocate Pupil Premium funding to support any pupil or groups of pupils we have legitimately identified as disadvantaged. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will improve alongside the progress of their disadvantaged peers.

In line with the EEF Guide to the Pupil Premium (updated Sept 24) we adopt a tiered approach to our Pupil Premium spending and use research evidence to support and guide decisions made.

High quality teaching, with a focus on excellent continuous professional development opportunities for all staff at all levels, is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will also benefit the non-disadvantaged pupils in our school. We will use diagnostic assessments, robust data analysis and timely intervention for those pupils who require more targeted academic support. We will be responsive to individual needs and common challenges faced by pupils and aim to remove barriers to learning through our wider strategies of support. We will also provide pupils with opportunities to develop a range of skills through extra-curricular experiences.

Challenges

This details the key challenges to achievement that we have identified.

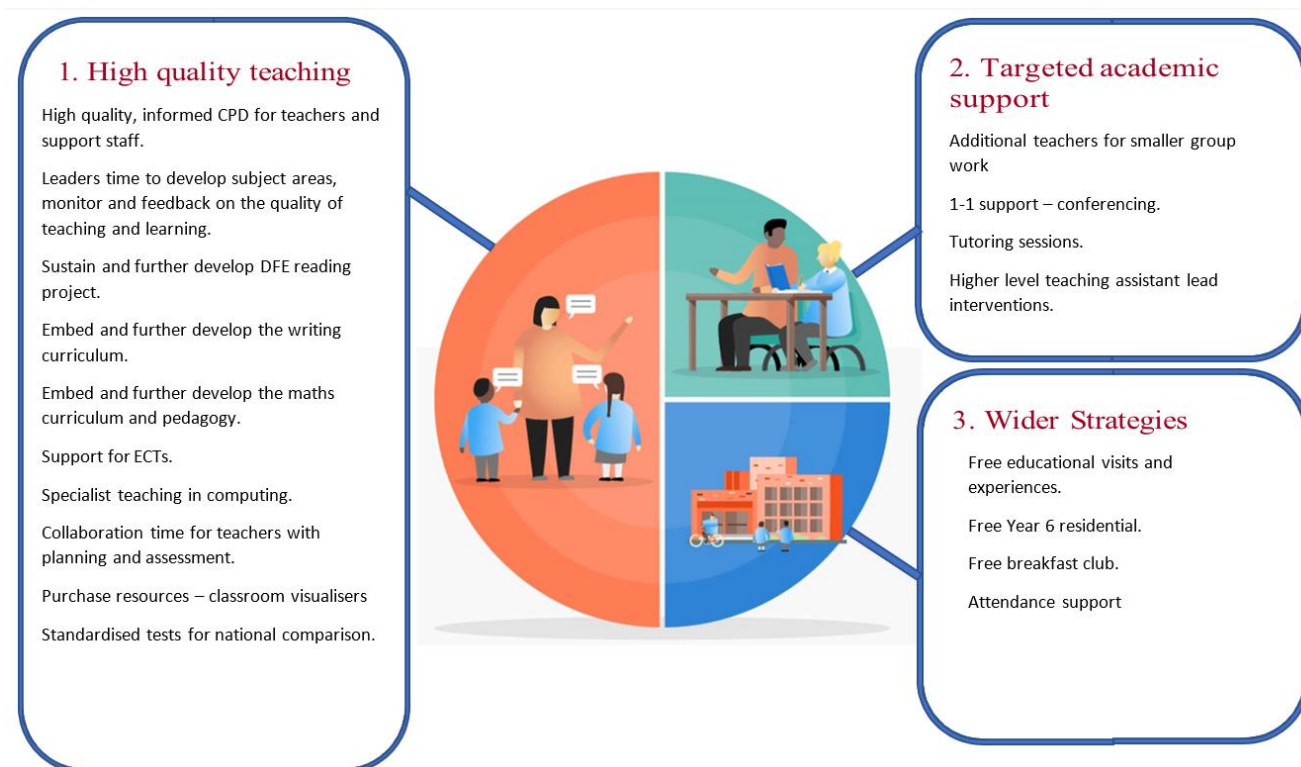| Challenge number	Detail of challenge
1	The school serves a diverse community with a higher than national deprivation indicator. (IDSR) BH 0.32, National: 0.18)
2	We recognise the importance of strong oral language skills in supporting reading and writing progress. To ensure early intervention, we have implemented comprehensive language screening from Nursery to Year 2, helping to identify and support children who may need additional assistance.
3	We encourage a love for reading at home and continue to work closely with families to provide resources and guidance, especially for those who may face literacy or language barriers.
4	Our early years provision places a strong emphasis on school readiness, including personal care and independence. We work with families ensuring that all children feel confident as they begin their educational journey.
5	We are committed to broadening children's life experiences beyond their local environment, offering a range of free enriching activities, trips, and opportunities to inspire curiosity and learning.
6	For children learning English as an additional language, we provide targeted support to help them develop confidence and fluency.

7	We prioritise the well-being of all students, offering emotional and mental health support, as well as meeting medical needs with care and attention.
8	Attendance is a key focus so we work in partnership with families to encourage regular school attendance and engagement.
9	We support children with Special Educational Needs, tailoring learning approaches to meet their individual needs and ensuring they thrive in a supportive environment.
10	For pupils who move schools regularly, we provide a welcoming and inclusive transition process to help them settle in quickly and maintain continuity in their learning. (Stability: BH 55.0, National: 79.5)
11	With a high level of safeguarding needs, we ensure all children and families feel safe, secure, and supported.
12	We continue to address the ongoing impact of the global pandemic by fostering resilience, providing additional support, and ensuring that every child has the opportunity to succeed

Intended outcomes

Intended outcome	Success criteria
All staff receive high quality training, feedback and support so they are confident and have the required subject knowledge and research led pedagogy in order to teach effectively, particularly in the core subject areas.	Monitoring shows positive outcomes. Teaching and learning improves which will impact on accelerating pupil progress. Data analysis demonstrates positive pupil progress continuing to close the disadvantaged attainment gap.
To accelerate progress for targeted pupils in phonic development in order to improve phonics, reading and writing outcomes.	All staff to have received high quality phonics training and teaching it in a consistent way. Data analysis demonstrates rapid progress and improved phonics outcomes, closing the disadvantaged attainment gap.
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 make accelerated progress and improved outcomes, closing the disadvantaged attainment gap.
Appropriate resources are available in school to enhance and support teaching and learning.	Resources such as visualizers and standardised tests are available and support teaching, learning and assessment.
To enhance cultural capital by providing children with opportunities, free for all, which will support learning, mental wellbeing, physical health and social development.	Pupils are ready to learn, happy in school and have wider curriculum opportunities available to them which support their learning, mental wellbeing, physical health and social development.
Support parents to ensure their children attend school regularly.	Attendance increases and persistent absence decreases.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

1. High quality teaching

High quality, informed CPD for teachers and support staff.

Leaders time to develop subject areas, monitor and feedback on the quality of teaching and learning.

Sustain and further develop DFE reading project.

Embed and further develop the writing curriculum.

Embed and further develop the maths curriculum and pedagogy.

Support for ECTs.

Specialist teaching in computing.

Collaboration time for teachers with planning and assessment.

Purchase resources – classroom visualisers

Standardised tests for national comparison.

2. Targeted academic support

Additional teachers for smaller group work

1-1 support – conferencing.

Tutoring sessions.

Higher level teaching assistant lead interventions.

3. Wider Strategies

Free educational visits and experiences.

Free Year 6 residential.

Free breakfast club.

Attendance support

Teaching   Budgeted cost: £167,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject leaders release time to plan and deliver training and monitor and feedback on the quality of teaching and learning in lessons. Develop staff subject knowledge and skills in order to improve teaching and learning.	*'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.'* *'Develop teaching techniques — Instruction, Social support, Modelling, Monitoring and feedback.'* *https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development*	1 2 6 10 12
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 mentors and spend time planning with ECTs. Team leaders alongside subject leads are able to monitor staff subject knowledge and ensure CPD strategies are effectively in place in their teams. Areas of need are quickly identified and support can be implemented quickly. This has been a successful approach used in BH for many years.	2 3 6 7 9 12
Reading New staff to be trained in the Sounds Write phonics programme and methodology for reading and spelling	*"Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early*	1 2 3 5 7

implemented throughout school. Monitoring and support days from Phonics trainer for all staff. English lead release time to plan and deliver high quality training and monitor the quality of teaching and learning in reading lessons. Develop staff subject knowledge and pedagogy in order to improve the teaching of fluency and comprehension skills. English lead release time to plan and deliver high quality training and monitor the quality of teaching and learning in writing lessons. Develop staff subject knowledge and pedagogy in order to improve the teaching of writing.	*reading skills, particularly for children from disadvantaged backgrounds."* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The school has been part of a DFE reading project working with Town End Research School. Positive impact has already been seen and this work now needs to be sustained. *"Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction."* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1697206682 *"Teach writing composition strategies through modelling and supported practice."* https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1697207023	8 9 10 12
Maths Number Fun consultant training day. Continue to develop staff subject knowledge and skills in order to improve the teaching of specific maths skills. Maths lead release time to plan and deliver training and monitor the quality of teaching and learning in maths lessons. Develop staff subject knowledge and skills in order to improve the teaching of maths. CPD to focus on the gradual release approach. 'I do, we do, you do' with teachers explicitly thinking outloud and modelling strategies.	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. *"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."* https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths 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 *This training and approach also supports the metacognition and self-regulation evidence which suggests children can make an additional 7 months.* *"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."* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation This training also supports oral language approaches, which are also supported in the EEF document.	1 2 3 5 7 8 9 10 12

	"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." *"On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress."* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Adaptive teaching professional development day – Alex Quigley	The school has a high percentage of pupils with SEN and EAL, therefore adaptation is lessons is vital to support all learners succeed. https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches 	all
Purchase classroom visualisers to support all the above approaches, especially the I do, we do stage of teaching, so all children can see clearly what the teacher is modelling and explaining.	https://my.chartered.college/research-hub/using-visualisers-to-give-whole-class-feedback/ https://www.teachertoolkit.co.uk/2022/04/26/power-of-visualisers/ eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1733944411	all
KS2 team leaders non class based so they can spend time teaching those pupils at risk of underachievement.	Those at risk have smaller group, highly skilled experienced teachers. This is a strategy used successfully at BH for many years. 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.	1, 6, 7, 8, 9, 10, 11, 12
Computing lead to teach computing skills from Y2 – Y6. This also enables teachers in teams of 3 to have PPA time together to support collaboration in planning and therefore consistency in teaching.	*'Technology has to be well taught. It can be engaging and motivating but learners need to have the skills needed to use it effectively.'* eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1733944411 This approach ensures the children receive expert teaching in this subject area. https://researchschool.org.uk/news/specialist-teachers-or-teachers-who-specialise *'School leadership teams should be reviewing the effectiveness of how time set aside for planning is allocated. If planning is to be effective, schools should look to identify blocks of time to allow for proper collaborative planning, which offers excellent opportunities for professional development.'* https://assets.publishing.service.gov.uk/media/5a7f1c3a40f0b6230268d7fa/Eliminating-unnecessary-workload-around-planning-and-teaching-resources.pdf	all
Assessment 'No more marking writing' subscription and NTS reading and maths tests.	Standardised tests make it possible to compare the performance of pupils or groups of pupils at Breckon Hill to pupils from other schools nationally. They enable pupils to be identified for further support. These tests remove any teacher bias.	all

Targeted Academic Support   Budgeted cost: £157,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teachers for smaller 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** *"Well-evidenced and has a high impact on learning outcomes, can be additional 7 months in primary."* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback **1-1 tuition** *"Evidence indicates can be effective, providing approximately 5 additional months in primary progress."* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 2 3 5 6 8 9 10 11 12
Tutoring sessions for small groups of children.		
Teaching assistant (HLTA) focused time to provide targeted support, both academically and emotionally, to individual pupils and small groups. Sounds Write focus	**Small group** *"Has an average impact of 4 months' additional progress over the course of a year."* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition **Teaching Assistants** *"The average impact of the appropriate deployment of teaching assistants is about an additional four months' progress over the course of a year."* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	

Wider strategies (resources, attendance, behaviour, wellbeing)

Budgeted cost: £46,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y6 residential Free educational visits Class teacher release to deliver Forest Schools	*"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."* *"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."* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4 7 12

Free breakfast club	*"The EEF are 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."* *"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."* https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833	4 7
Attendance officer to work with families.	*"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."* https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151 Supporting attendance	EEF	7 12

Total budgeted cost: £371,940

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 during the last 3 academic years.

Pupil mobility across the school continues to be high in all year groups.

Mobility 2023-24		
Year Group	Arrived	Left
Reception	15	3
Year 1	15	4
Year 2	9	9
Year 3	17	10
Year 4	9	8
Year 5	9	5

The table below shows the movement for the 2023 – 2024 Y6 cohort for the last 3 years. This cohort had 50 arrivals and 23 leavers.

YEAR 6 2023-24 context of the movement of this cohort	Arrivals	Leavers
Year 4	18	8
Year 5	20	10
Year 6	12	5
	50	23

This mobility can present many challenges as often the children in the classes at the end of a year are not the same as the beginning of the year. Additional teachers, HLTAs and tutors 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. As written in the school's statement of intent, we ensure that appropriate provision is made for pupils who belong to vulnerable groups and that not all pupils who are socially disadvantaged qualify for free school meals. The internal data below is an example showing some impact across KS2 (Y3 – Y6) where many children made enhanced progress across the year (2023-2024) and it shows that pupil premium children have achieved a higher rate of steps progress than those who do not receive the funding.

Expected progress is 6 steps across a year.

This table shows the enhanced progress of 7 steps or more made by Pupil Premium children.

All Pupils (177 pupils)	Reading	Writing	Mathematics
Progressed by 15 steps or more	5 (2.8%)	0 (0%)	2 (1.1%)
Progressed by 14 steps or more	6 (3.4%)	0 (0%)	2 (1.1%)
Progressed by 13 steps or more	8 (4.5%)	1 (0.6%)	2 (1.1%)
Progressed by 12 steps or more	11 (6.2%)	4 (2.3%)	5 (2.8%)
Progressed by 11 steps or more	14 (7.9%)	8 (4.5%)	8 (4.5%)
Progressed by 10 steps or more	18 (10.2%)	15 (8.5%)	13 (7.3%)
Progressed by 9 steps or more	27 (15.3%)	23 (13.0%)	20 (11.3%)
Progressed by 8 steps or more	46 (26.0%)	39 (22.0%)	37 (20.9%)
Progressed by 7 steps or more	72 (40.7%)	73 (41.2%)	73 (41.2%)

This table shows the enhanced progress of 7 steps or more made by Non Pupil Premium children.

All Pupils (176 pupils)	Reading	Writing	Mathematics
Progressed by 15 steps or more	1 (0.6%)	2 (1.1%)	2 (1.1%)
Progressed by 14 steps or more	1 (0.6%)	2 (1.1%)	3 (1.7%)
Progressed by 13 steps or more	3 (1.7%)	3 (1.7%)	6 (3.4%)
Progressed by 12 steps or more	7 (4.0%)	4 (2.3%)	6 (3.4%)
Progressed by 11 steps or more	9 (5.1%)	4 (2.3%)	9 (5.1%)
Progressed by 10 steps or more	15 (8.5%)	10 (5.7%)	12 (6.8%)
Progressed by 9 steps or more	20 (11.4%)	15 (8.5%)	17 (9.7%)
Progressed by 8 steps or more	30 (17.0%)	27 (15.3%)	32 (18.2%)
Progressed by 7 steps or more	61 (34.7%)	52 (29.5%)	67 (38.1%)

Tutoring across school had a positive impact. During the Autumn term 150 children were in a tuition group. 69% of these children made enhanced progress and all children improved in specific targeted areas.

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 to ensure the consistency continues. Phonics outcomes for all children have continued to improve.

KS1 Phonics 2024	
School	73% (up from 70% in 2023 & 32% in 2022)
National	80%
School disadvantaged	77%
National non-disadvantaged	68%

The school has been part of a DFE project to improve reading fluency and comprehensions skills and leaders within school have reviewed the school's approach and made adaptions to further meet the needs of the children. Staff training has been delivered across school and 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 increased from 32% in 2022 to 45% in 2024.

KS2 Reading 2024	
School	59% (up from 53% in 2023 & 52% in 2022)
National	74%
School disadvantaged	47%
National disadvantaged	62%
National non-disadvantaged	80%

Writing attainment in both KS1 and KS2 has also improved. In KS1 writing for the whole cohort improved from 27% in 2022 to 40% in 2024.

KS2 Writing 2024	
School	70% (up from 57% in 2023 & 48% in 2022)
National	72%
School disadvantaged	59%
National disadvantaged	58%
National non-disadvantaged	78%

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 improved from 27% in 2022 to 45% in 2024.

KS2 Maths 2024	
School	64% (up from 58% in 2023 & 50% in 2022)
National	73%
School disadvantaged	56%
National disadvantaged	59%
National non-disadvantaged	79%

As a result of all subject areas improving, the combined outcomes have also improved in KS1 and KS2. KS1 improved from 22% in 2022 to 42% in 2024.

KS2 Combined 2024	
School	52% (up from 41% in 2023 & 33% in 2022)
National	61%
School disadvantaged	38%
National disadvantaged	46%
National non-disadvantaged	67%

The multiplication check outcomes also improved due to targeted interventions and additional IPADs.

Y4 Multiplication Tables Check 2024	
School achieving 25/25	53% (up from 28% in 2023 & 45% in 2022)
School mean average score	21.1
National mean average score	20.6
School disadvantaged mean average score	20.9
National disadvantaged mean average score	18.9

The Early Years Good Level of Development has continued to improve from 18% in 2022 to 40% in 2024. The national was 52%

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 in school has reduced by 2.3%. Disadvantaged pupil's attendance is higher than the national for the same group and persistent absentees is lower.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, children who have accessed this support, happily accessing school daily, making good progress and 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